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ABSTRACT

Patrick Henry Community College's (PHCC's) 1987-1992 institutional master plan was developed to inform readers of the college's mission, goals, history, current status, and plans for the future. Section 1 presents a description of the college and projections for the future in terms of: (1) PHCC's contributions to the community, such as its division of Extended Learning Services, occupational/technical services, and community interaction; (2) the college's personnel, including administration, full-time faculty, lecturers, full-time classified, hourly, and grants personnel; (3) projected growth of PHCC staff; (4) the college's budget; (5) the physical plant and the college's facilities; (6) student enrollment and graduate data, including headcount, racial composition, and full-time equivalents; and (7) the programs, degrees, and disciplines offered by the college. Section 2 provides a description of PHCC's service area and projections for the area's population in terms of racial composition, age, and gender distribution. This section also offers information on employment, including unemployment rates and projected job openings by county and industrial area. Section 3 lists 42 specific planning assumptions for the college, while section 4 describes PHCC's mission and goals. Finally, section 5 lists objectives applicable to each goal in relation to overall strategy, outcome, evaluation, projected date, person or group accountable, and necessary resources. (AAC)

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Patrick Henry Community College

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INSTITUTIONAL MASTER PLAN 1987 - 1992

September, 1987

SC 890 096

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1987 - 1992 INSTITUTIONAL MASTER PLAN

Prepared by

The Master Plan Update Committee
Patrick Henry Community College
Post Office Drawer 5311
Martinsville, Virginia 24115
(703)638-8777

September 1, 1987

Patrick Henry Community College is an Equal Opportunity/Affirmative Action Institution.

Patrick Henry Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate Degree.

PRESIDENT OF THE COLLEGE: Max F. Wingett

PATRICK HENRY COMMUNITY COLLEGE LOCAL BOARD:

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Vice-Chairman: Mary Beth Jordan, Collinsville

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Robert C. Hubble	Henry County
Rev. Robert Jones, Sr.	Henry County
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Susan Shearer	Assistant Professor of Nursing
Ray Tillery.	Director of Extended Learning Services
Joanne Whitley, Ed.D.	Director of Institutional Advancement

FOREWORD

This comprehensive, five-year Institutional Master Plan was developed to inform readers of the mission and goals of Patrick Henry Community College, its history, current status and its plan for the future. It represents an update of the previous Institutional Master Plan which was developed in 1983. The 1983 plan was intended to be updated annually. During the institutional self-study which was conducted at the college in preparation for a visit by the Southern Association of Colleges and Schools accreditation team, a decision was made to perform a comprehensive revision which would reflect the findings of the self-study committee and include some of the changes which were recommended.

This schedule change was needed because the self-study committee determined that special emphasis needed to be placed on assessing student outcomes, evaluating programs, developing a broad-based budgeting plan, and establishing accountability and time-lines for each of the strategies. In an attempt to implement the continual planning and evaluation process, and to include the items mentioned above, a committee was appointed which would revise and update the Institutional Master Plan.

A primary phase in updating the Institutional Master Plan was to evaluate the status of the mission and goals of the college. Each of the goals was assigned to a sub-committee whose responsibility was to evaluate the goal and its related objectives, to delete those objectives which were no longer relevant, and to write additional objectives to meet that goal. In addition, a planning matrix was designed which would insure that strategies, outcomes measures, evaluation plans and timelines, persons accountable, and additional resources which would be needed to meet the objectives were included in the long-range plan.

Throughout this phase of the planning process, attempts were made to insure that every area of the college was included. Each revision was submitted to the entire committee, and committee approval was sought before other sections were rewritten.

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CURRENT COLLEGE DESCRIPTION AND PROJECTIONS FOR THE FUTURE

Patrick Henry Community College is one of twenty-three community colleges in the Virginia Community College System. Founded in 1962 as a two-year branch of the University of Virginia's School of General Studies, Patrick Henry became an autonomous two-year college of the University in 1964. The college enrolled its first students in the old Northside Elementary School in Martinsville and moved to its present location in fall of 1969. Administrative control of the college transferred to the State Board for Community Colleges on July 1, 1971, establishing the institution as Patrick Henry Community College.

Patrick Henry Community College is governed by the State Board for Community Colleges and administered by the President who reports to the Chancellor of the Virginia Community College System and the PHCC Local Board. The organizational structure for the college is depicted in Figure 1.

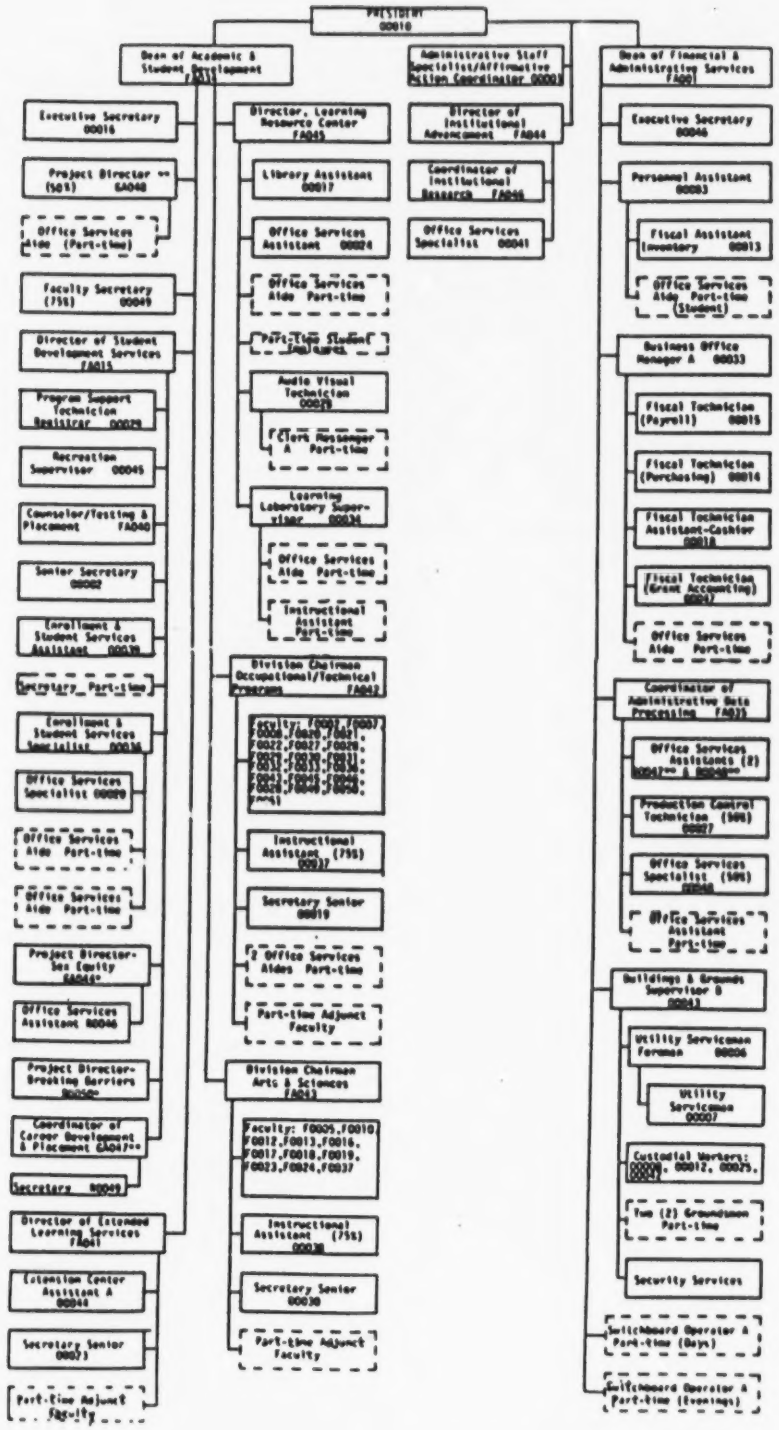
Contributions to the Area

Patrick Henry Community College provides the community with a source of well-trained technical, semi-professional and mid-managerial level personnel through its associate degree, diploma and certificate programs. The college serves local business, industry, government and civic groups in a variety of capacities. The establishment of the Extended Learning Services division in 1981, with its emphasis on delivery of services/ training for these groups has increased the level and scope of training efforts. Likewise, the expansion of occupational/ technical programs has resulted in increased service delivery of training and education which directly impacts on the local work force. The college encourages community groups to use its facilities for meetings, workshops and seminars and also loans equipment and instructional resources as appropriate. College employees frequently share their expertise to area groups through the Speakers Bureau.

Non-credit, personal interest courses are offered through the Extended Learning Services division to contribute to social and avocational needs of area residents. Additionally, cultural events, workshops and seminars are presented on a periodic basis.

The Arts and Sciences division offers a college transfer program, or courses equivalant to those offered by four-year colleges and universities during the first two years of study toward a four-year degree. By making low-cost, quality education available to citizens in their own community, the college has provided educational opportunities to individuals who might not otherwise be able to obtain a college education. In this manner, PHCC has raised the quality of life for area residents while increasing the availability of a trained work force.

Figure 1: PATRICK HENRY COMMUNITY COLLEGE
ORGANIZATIONAL CHART


PRESIDENT
00010
Dean of Academic & Student Development FA011
Administrative Staff Specialist/Affirmative Action Coordinator 00001
Dean of Financial & Administrative Services FA001
Executive Secretary 00016
Project Director ** (50%) 6A048
Office Services Aide (Part-time)
Faculty Secretary (75%) 00049
Director of Student Development Services FA015
Program Support Technician Registrar 00029
Recreation Supervisor 00045
Counselor/Testing & Placement FA040
Senior Secretary 00002
Enrollment & Student Services Assistant 00038
Secretary Part-time
Enrollment & Student Services Specialist 00036
Office Services Specialist 00020
Office Services Aide Part-time
Office Services Aide Part-time
Project Director-Sex Equity 6A045*
Office Services Assistant 00046
Project Director-Breaking Barriers 00050*
Coordinator of Career Development & Placement 6A047**
Secretary 00009
Director of Extended Learning Services FA041
Extension Center Assistant A 00044
Secretary Senior 00071
Part-time Adjunct Faculty
Director, Learning Resource Center FA045
Library Assistant 00017
Office Services Assistant 00024
Office Services Aide Part-time
Part-time Student Assistants
Audio Visual Technician 00039
Clerk Messenger A Part-time
Learning Laboratory Supervisor 00034
Office Services Aide Part-time
Instructional Assistant Part-time
Division Chairman Occupational/Technical Programs FA042
Faculty: F0001,F0007, F0008,F0020,F0021, F0022,F0027,F0028, F0031,F0032,F0033, F0035,F0036,F0038, F0041,F0045,F0046, F0048,F0049,F0050, F0051
Instructional Assistant (75%) 00037
Secretary Senior 00019
2 Office Services Aides Part-time
Part-time Adjunct Faculty
Division Chairman Arts & Sciences FA043
Faculty: F0005,F0010, F0012,F0013,F0016, F0017,F0018,F0019, F0023,F0024,F0037
Instructional Assistant (75%) 00038
Secretary Senior 00030
Part-time Adjunct Faculty
Director of Institutional Advancement FA044
Coordinator of Institutional Research FA046
Office Services Specialist 00041
Executive Secretary 00046
Personnel Assistant 00083
Fiscal Assistant (Inventory 00013
Office Services Aide Part-time (Student)
Business Office Manager A 00033
Fiscal Technician (Payroll) 00015
Fiscal Technician (Purchasing) 00014
Fiscal Technician Assistant-Cashier 00018
Fiscal Technician (Grant Accounting) 00047
Office Services Aide Part-time
Coordinator of Administrative Data Processing FA013
Office Services Assistants (2) 00042** & 00043**
Production Control Technician (50%) 00027
Office Services Specialist (50%) 00048
Office Services Assistant Part-time
Buildings & Grounds Supervisor B 00041
Utility Servicemen Foreman 00006
Utility Servicemen 00007
Custodial Workers: 00009, 00012, 00025, 00031
Two (2) Groundsmen Part-time
Security Services
Switchboard Operator A Part-time (Days)
Switchboard Operator A Part-time (Evenings)

* Voc-Ed
** Title III

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College Personnel

There are six categories of persons employed at Patrick Henry Community College. In January 1987, the categories and the number employed in each area were:

Administrative	11
Full-time Faculty	32
Lecturers	44
Full-time Classified	35
Hourly	16
Grants Personnel	9
	147

Administration

As of January, 1987, administrative faculty positions include the following:

President
Dean of Academic and Student Development Services
Dean of Financial and Administrative Services
Chairman, Arts, Science and Developmental Studies Division
Chairman, Occupational/Technical Division
Director of Extended Learning Services
Director of Institutional Advancement
Director of the Learning Resource Center
Director of Student Development Services
Coordinator of Administrative Data Services
Coordinator of Career Planning and Placement
Coordinator of Institutional Research, Planning and Evaluation

These are highly trained professionals who collectively bring to the college a broad background of experiences, talents and training. Five of the twelve administrative faculty have doctoral degrees; one holds a certificate of advanced graduate study, five have master's degrees and one has a bachelor's degree. Two administrators hold more than one master's degree, and three hold additional licenses which certify them to perform specialized tasks within their areas of expertise.

The average salary for twelve-month administrative positions was $36,625.77 for the 1986-87 academic year.

Full-Time Faculty

The most outstanding feature of the college is its faculty, whom students have consistently rated as knowledgeable and caring. Faculty members consider working with individual students to be a integral part of their responsibility. Because of this, students have expressed comfort in approaching faculty to discuss individual needs. In annual surveys of graduates, the

most often listed measures of what students liked best about the college have been its faculty, staff, small class sizes, and friendly atmosphere. More than eighty percent of graduates have rated the quality of education received at PHCC as excellent.

Twenty-two of the thirty-two full-time faculty have master's or doctoral degrees. Two additional are nearing completion of a program of study which will lead to a graduate degree and five faculty members are currently enrolled in programs leading to a bachelor's degree. Faculty teaching in occupational/technical courses have extensive experience in their fields of expertise as well as other technical training and/or licensure.

The average salary for each teaching faculty rank is as follows:

Rank	Number	Average Salary
Professor	3	$ 32,847.67
Associate Professor	6	30,395.00
Assistant Professor	15	25,102.80
Instructor	7	21,362.00
Assistant Instructor	1	16,456.00
All Faculty	32	25,218.41

Full-Time Classified

There are thirty-seven classified staff members employed at the college. Five of these hold bachelor's degrees and sixteen hold associate degrees. Four of the people who hold bachelor's degrees are currently enrolled in programs leading to a master's degree, and three of the people who hold associate degrees are currently enrolled in programs leading to a bachelor's degree. Two individuals have attained the rating of Certified Professional Secretary. More than half of the people who have associate degrees received them at PHCC.

Members of the classified staff serve in all areas of the institution and are critical to the college operation. Seven classified personnel hold managerial or supervisory positions.

Their average salary for the 1986-87 academic year was $15,317.32.

Part-Time Personnel

In addition to the full-time personnel, the college employs part-time individuals in a variety of capacities. Approximately forty part-time faculty are employed each quarter to teach credit classes. These people have appropriate credentials to teach their specific classes. Sixteen individuals are employed on a part-time basis in classified positions. One-third of these

staff hold associate degrees and others are working toward a degree. Approximately 40 faculty are hired quarterly to teach non-credit courses and either have degrees or special expertise to prepare them to teach these special interest courses.

Grants Personnel

In addition to the employees mentioned above, there are nine people employed through the auspices of a Title III Developing Institutions Grant and Vocational Education grants. These people are both administrative and classified staff members.

Projected Staffing Growth

The college staffing level is determined by a formula developed by the Virginia Community College System. The model uses total staffing allotted to the VCCS system through staffing guidelines of the State Council of Higher Education.

The actual staffing for 1983-87 is listed in Table 1 along with projected figures, which are based on estimated increases in enrollment. (These numbers do not match those on page 3 because these represent the number of positions allocated to the college by the state. Figures on page 3 represent how the available positions were used.)

Table 1 : Actual and Projected College Staffing Levels 1983-91

Year	FACULTY Full-time	Lecturers	Administrative	Classified	Total Positions
1983-84	32	13	10	32	87
1984-85	32	14	11	32	89
1985-86	33	15	11	34	93
1986-87	32	44	14	35	125
1987-88	34	45	14	36	129
1988-89	34	46	14	37	131
1989-90	35	47	14	38	134
1990-91	36	48	14	39	137

College Budget

PHCC receives 77.14% of its annual operating budget from the Commonwealth of Virginia, 21.59% from student tuition and fees, and 1.27% from local jurisdictions which are a part of the service area. The annual budget is set in the form of a target amount by the Governor's office which is recommended to the General Assembly for approval and appropriation. The budget is based on the projected FTE's, program and staffing mix, and past spending history of the college. Budget and expenditure figures are illustrated in Table 2 for 1976 through 1987.

Table 2:

AMOUNT AND PERCENTAGE OF EDUCATIONAL AND GENERAL

EXPENDITURES FOR EIGHT FUNCTIONS FOR

FISCAL YEARS 1976-87

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	Budgeted 1986-87
Total Expenditures	$1,196,948	$1,262,467	$1,516,243	$1,775,360	$2,112,145	$2,316,160	$2,483,276	$2,592,527	$2,866,123	$3,295,101	$3,335,650
Percentage	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Instruction	529,999	584,017	686,002	751,718	856,953	1,032,387	1,042,544	1,086,386	1,126,229	1,284,424	1,373,441
Percentage	44%	46%	45%	42%	40%	44%	42%	42%	39%	38%	41%
Public Service	1,668	6,369	8,711	11,201	8,170	9,750	17,049	22,906	10,972	24,833	3,830
Percentage	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Academic Support	115,368	75,083	82,507	89,660	164,779	147,503	193,129	197,067	362,522	388,408	388,309
Percentage	9%	6%	5%	5%	8%	6%	8%	7%	13%	12%	12%
Libraries	64,665	65,492	85,104	82,257	97,881	160,735	110,168	97,864	101,311	69,856	73,358
Percentage	5%	5%	6%	4%	4%	7%	4%	4%	3%	2%	2%
Student Services	80,573	59,014	83,908	90,522	100,879	113,597	188,481	149,538	204,736	225,190	239,025
Percentage	7%	5%	5%	5%	5%	5%	7%	6%	7%	7%	7%
Institutional Support	166,130	247,962	298,684	375,378	441,985	503,898	540,485	561,215	638,601	727,184	813,111
Percentage	14%	20%	19%	21%	21%	22%	22%	22%	22%	22%	24%
Oper. and Maint. of Plant	129,830	155,678	194,748	186,490	215,808	247,949	250,213	268,816	250,133	310,376	304,941
Percentage	11%	12%	13%	11%	10%	11%	10%	10%	9%	9%	9%
Scholarships & Fellowships	108,715	68,852	85,579	188,133	225,682	100,284	141,207	208,735	171,589	264,749	139,635
Percentage	9%	5%	6%	11%	11%	4%	6%	8%	6%	8%	4%

* Some percentages are rounded to add to 100%

Projected growth in State-funded Maintenance and Operating Budget is based on the projected increase in enrollment and inflation. Projections through the 1990-91 academic year are listed in Table 3.

Table 3: Projected Growth in State-Funded Maintenance and Operating Budget, 1976-1991

Year	Budget	FTES
1986-87	3,256,615	805
1987-88	3,484,580	830
1988-89	3,683,650	847
1989-90	3,915,270	864
1990-91	4,150,190	881

Physical Plant

The college is located in Henry County on a 137 acre campus. Presently, six of the nine sites projected on the facilities master plan are completed (See Illustration 1). Various laboratories, classrooms, offices and a lecture hall are located at site 1, the Administration Building. Site 2 is the Learning Resources Center, and site 3 is Stone Hall. The A. L. Philpott building is located at site 6. In addition the college utilizes off-campus space in Henry, Patrick and Franklin counties and the city of Martinsville, as needed.

A Fine Arts Student Center (Site 7) is slated for completion by 1989, and should additional capital outlay funds become available, an additional lecture/classroom facility (Site 8) is also projected for the 1990's.

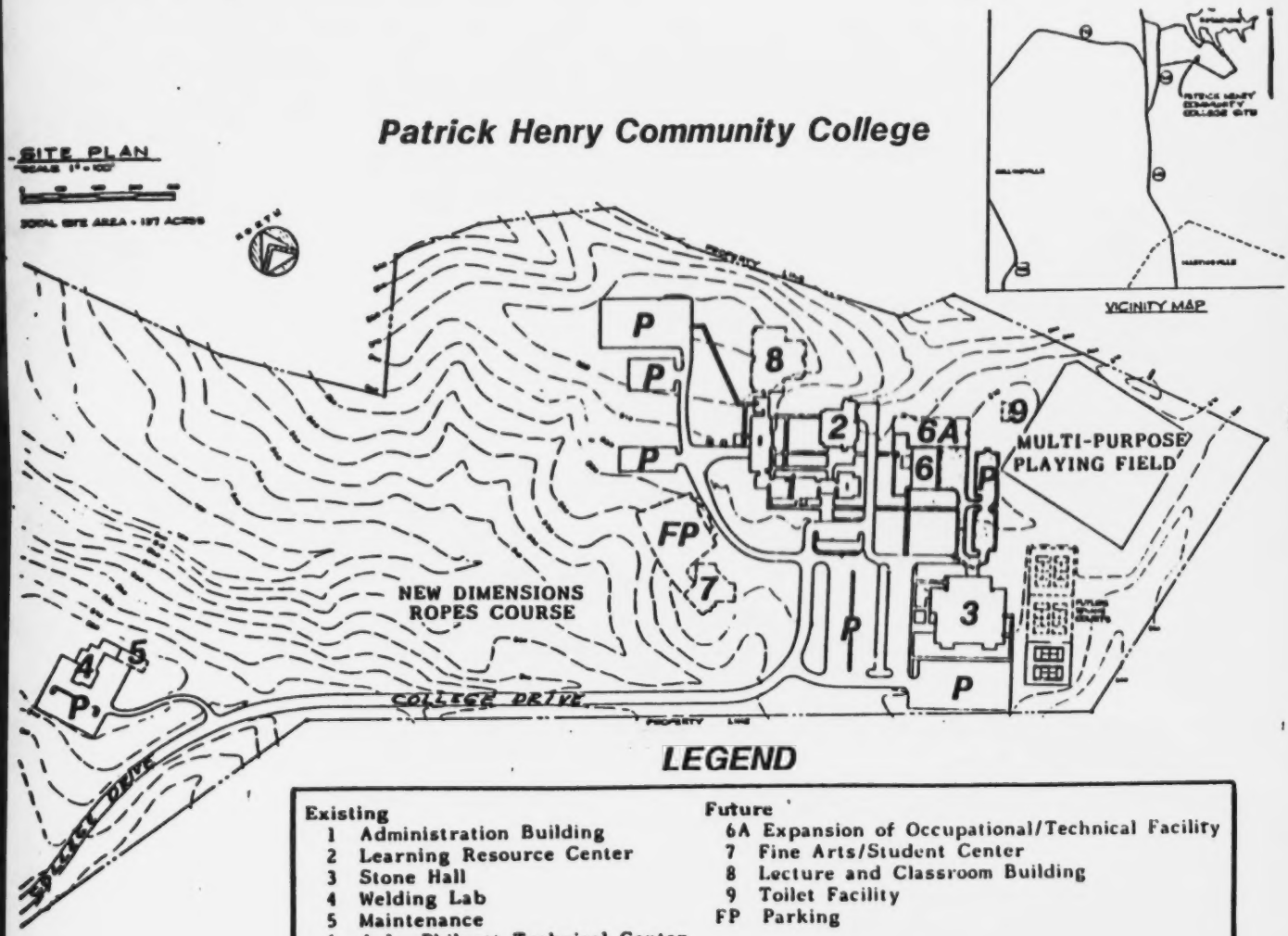
College Facilities

College facilities include five buildings, an athletic field, tennis courts and a driving range. The 52,501 square foot general classroom building houses administrative offices, classrooms, science labs, the administrative data services center, and lounges. Stone Hall contains 31,157 square feet and houses athletic facilities, including a gymnasium, weight lifting rooms with universal gyms, and locker rooms. Nursing Department classrooms and offices are also housed in Stone Hall.

The A. L. Philpott Technical Center was completed in 1984. This building contains approximately 15,000 square feet of floor space and houses electricity/electronics, data processing, engine mechanics classrooms, and faculty offices as well as a small conference room.

Illustration 1:

Patrick Henry Community College



LEGEND

Existing

- 1 Administration Building
- 2 Learning Resource Center
- 3 Stone Hall
- 4 Welding Lab
- 5 Maintenance
- 6 A.L. Philpott Technical Center
- P Parking

Future

- 6A Expansion of Occupational/Technical Facility
- 7 Fine Arts/Student Center
- 8 Lecture and Classroom Building
- 9 Toilet Facility
- FP Parking

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The Learning Resource Center, located behind the main building, has 20,229 square feet and contains the library, audio-visual department, learning lab, and career development center. It houses over 28,000 books, periodicals, microfilm, and audio-visual materials. The LRC is also a state and federal document depository. In addition, the William F. Stone Collection of Southern History and the Thomas H. Carter Collection of Literary Works are housed in the LRC.

Still in the planning stages is a Fine Arts Student Center. This building is scheduled for completion in 1989, and will have approximately 34,000 square feet. It will house a theater, Student Development offices, conference rooms, and a kitchen which may be used by foods services personnel. It is the hope of college personnel that this addition to the campus will attract members of the service area to the campus for cultural activities which would ordinarily be held elsewhere.

The Fine Arts/Student Center is the last building for which funds have been appropriated at this time. Since the college is faced with increasing enrollment, the need for more faculty and staff to accommodate growing numbers of students, and very little room to house either more classes or more employees, it is feasible that within the next two years staff members will again be looking for funds for capital improvements, specifically to provide classroom and faculty office space.

The approved facilities master plan provides for the following additions, listed in order of priority:

1. Addition to the A.L. Philpott Technical Center to house expanding occupational/technical programs.

2. Addition of an indoor olympic sized swimming pool and racquet ball courts to William F. Stone Hall.

3. Toilet facility to service multipurpose playing field area.

4. General lecture and classroom building.

5. One additional regulation-sized tennis court.

6. Golf driving range and a mini three par golf course.

The construction of the proposed expansion is dependent upon several factors. Importantly, state revenues for capital outlay incorporate level of enrollment, space utilization and priorities of the VCCS, SCHEV, and the state legislature. Realistically, the college may need to seek funding from the private sector for its expansion of facilities. Regardless of the source of funds, the college will need to seek ways to provide for additional on-campus space.

The Students

Enrollment:

Fall Quarter enrollment sets the standard for the remainder of the year and is the basis for retention and attrition calculations. For these reasons, information concerning enrollment reported here is based on the fall quarter of 1986, the most recent fall quarter for which information is available. Enrollment information for fall quarters from 1980 through 1986 is summarized in Table 4.

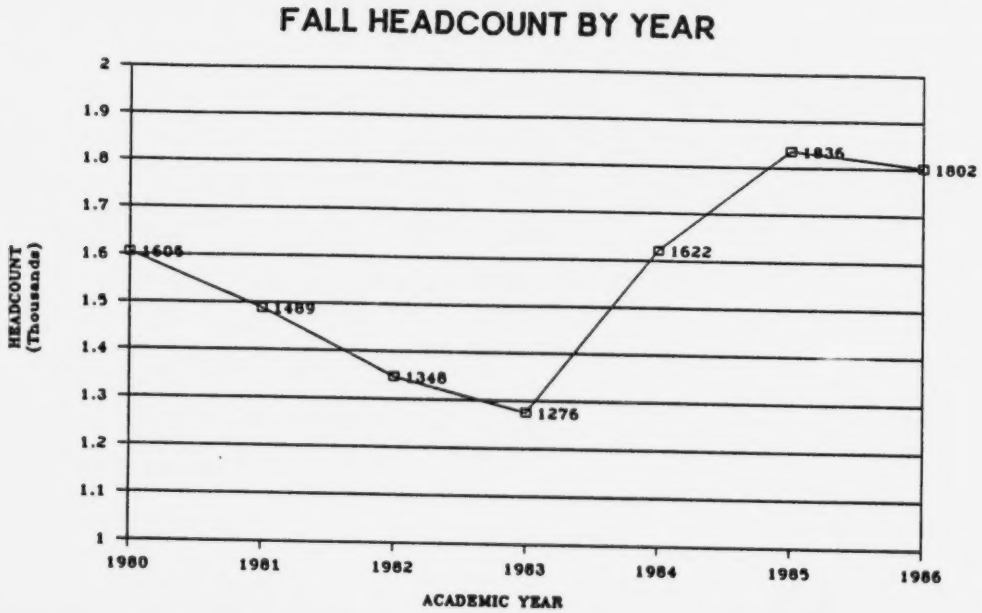
Since 1980, headcount enrollment at PHCC has experienced major fluctuations. Figure 2 illustrates that between 1980 and 1983, headcount enrollment declined sharply from 1605 students to 1276 students. In 1983, an upward trend began which continued for the next two years. An all-time high was reached in the fall of 1985 when PHCC enrolled 1836 students. This number is down slightly for fall, 1986 to 1802.

Table 4:

FALL STUDENT ENROLLMENT BY YEAR

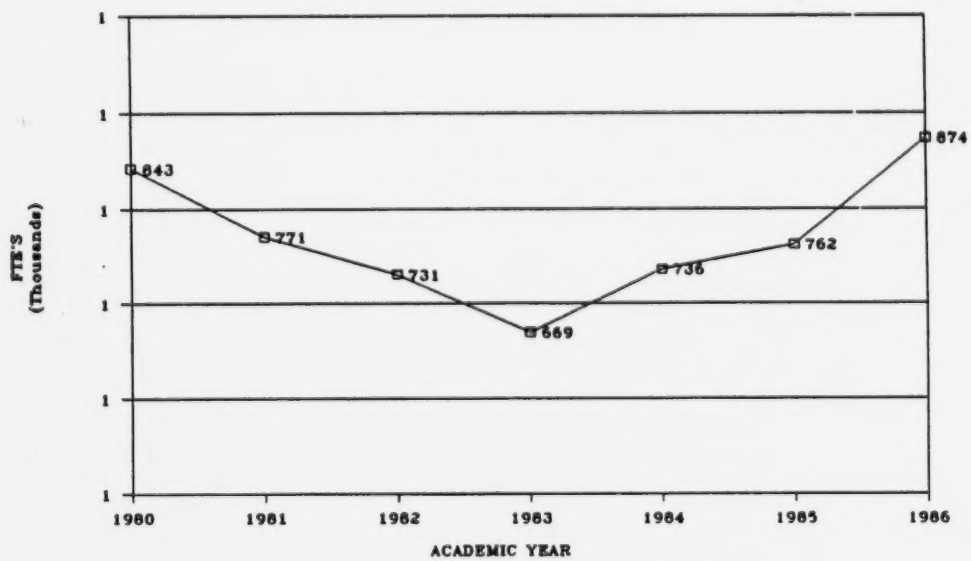
	1980 #	1981 #	1982 #	1983 #	1984 #	1985 #	1986 #
Headcount	1605	1489	1348	1276	1622	1836	1802
FTES	843	771	731	669	736	762	874
COURSE LOAD							
Full Time	517	466	451	407	391	388	499
Part-Time	1,088	1023	897	869	1231	1448	1303
SEX							
Male	580	599	539	486	612	703	675
Female	1,025	890	809	790	1010	1133	1127
PROGRAM							
Occupational/Tech	938	756	688	672	807	824	849
College Transfer	370	309	271	274	295	307	344
Unclassified	297	424	389	330	519	705	609
RACE							
White	1,408	1328	1201	1132	1430	1646	1560
Black	193	156	141	138	179	179	235
Other	4	5	6	6	13	11	7
ADMISSION STATUS							
First Time	547	486	409	427	548	814	669
Continuing	825	751	726	636	734	779	158
Readmit	142	153	128	116	195	186	49
Transfer	91	99	85	97	145	56	926
Student Credit Hours	12,646	11567	10970	10027	11039	11425	13116

Figure 2:



In spite of the slight decline in headcount, there was an increase in the number of full-time equivalent enrollment (FTE's) for the college (See Figure 3.). An FTE is equal to the courseload that a full-time student should take, and is calculated by dividing the total number of quarter hours for which all students at the college are enrolled by fifteen. Between Fall, 1985, and Fall, 1986, the number of FTE's increased sharply from 762 to 874.

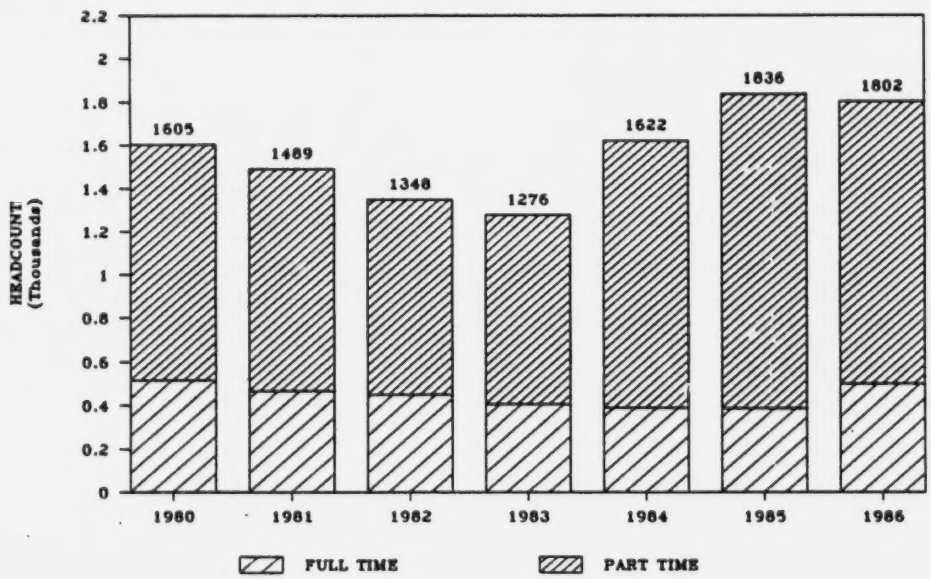
Figure 3:



This increase in FTE's in the presence of fewer enrolled students may be explained by the fact that a greater percentage of PHCC students were enrolled full-time. As Figure 4 illustrates, there was an increase in the number of full-time students in the fall of 1986. This represents an increase in the percentage of full-time students from 21.1% in 1985 to 27.7% in 1986.

As may be expected, the increase in full-time students was represented in an increase in the number of transfer students, or students who are enrolled in courses of study which will allow them to transfer to another institution where they may pursue a higher level degree. These students typically are recent high school graduates who are working toward a four-year degree through a full-time course of study. Figure 5 illustrates that there was a slight increase in the number of transfer students between 1985 and 1986. Also increasing was the number of Occupational/Technical students.

Figure 4: FALL HEADCOUNT BY COURSE LOAD



The racial make-up of PHCC changed slightly with an increase in the number of minority students who are enrolled (See Figure 6). For the first time, the number of non-white students rose above 200, and is approaching 13% of the student body. This is still well below the percentage in the population as a whole. For the service area, non-whites account for approximately 18.3% of the population. This discrepancy between the proportion in the student body and the population as a whole indicates that more effort should be made to recruit minority students and to increase their persistence to graduation once they are enrolled.

Figure 5:

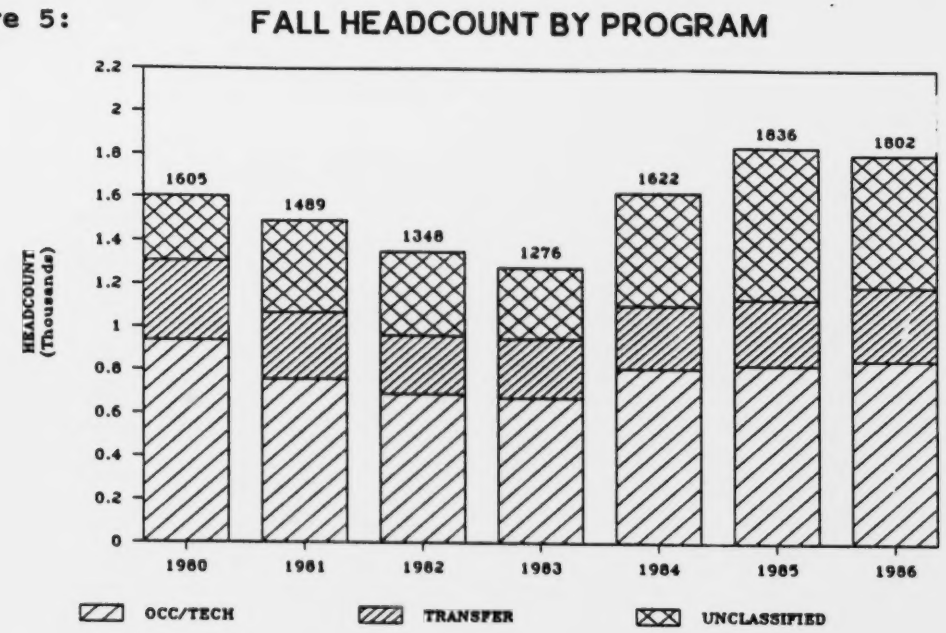
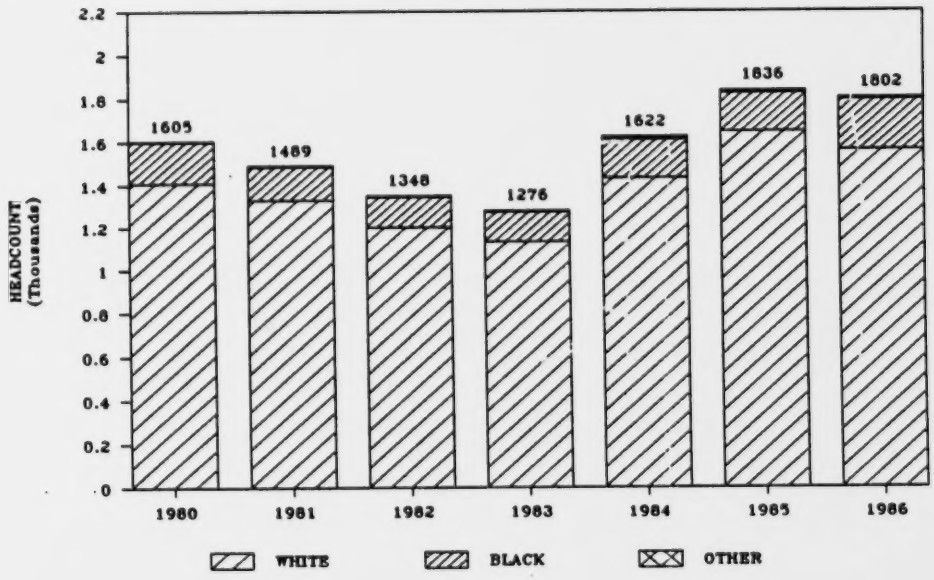


Figure 6:



In addition to enrollment information concerning fall quarter, an important piece of data is the number of FTE's annualized over the entire academic year. This figure is the basis for calculating funding for the succeeding fiscal year. As Figure 7 illustrates, the number of annualized FTE's since 1976 has fluctuated considerably. Low points were reached in 1979 and 1984. Since then, the number of annualized FTE's has been steadily increasing.

For the remainder of this decade, enrollmer : at PHCC is expected to rise at a steady pace. Table 5 details the projected and actual enrollment from 1980-81 through 1990-91 academic years. A more important figure from Table 5 is the Ratio to Total Population (x100), which is also known as penetration rate. This figure is expected to increase through 1990 indicating that PHCC should attract a larger portion of the population. All figures in Table 5 after 1986 are projections.

Figure 7: ANNUALIZED FTE'S BY ACADEMIC YEAR

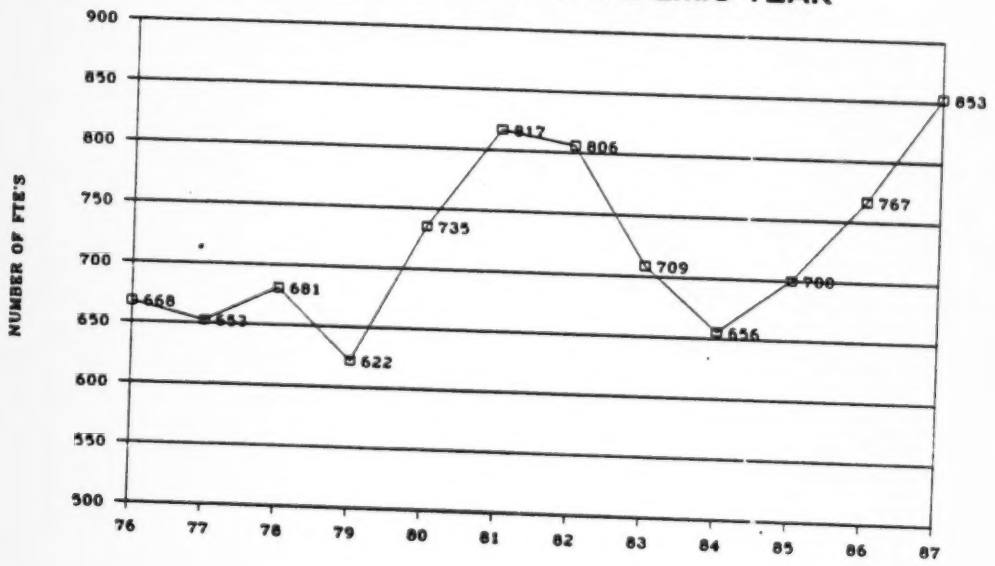


Table 5: Actual and Projected College Enrollments and FTE's in Comparison with Service Area Population

Academic Year	Total Population	Fall Headcount	Ratio to Total Population (x100)
1980-81	111,493	1,485	1.33
1981-82	111,953	1,348	1.20
1982-83	112,675	1,276	1.13
1983-84	113,516	1,622	1.43
1984-85	114,468	1,835	1.60
1985-86	115,586	1,817	1.57
1986-87	116,726	1,900	1.63
1987-88	117,929	2,008	1.70
1988-89	119,167	2,064	1.73
1989-90	120,350	2,050	1.70

Sources: Tayloe Murphy Institute
VCCS Dept. of Planning and Evaluation

Projected enrollments tend to be underestimated in that annualized FTE's for 1986-87 have already reached the project level for 1988. VCCS estimates of FTES are detailed in Table 6 and Figure 8. This table and figure illustrate that PHCC's estimated FTES for 1876-87 was 4.8% below actual FTES obtained. This was the greatest discrepancy of any college in the system.

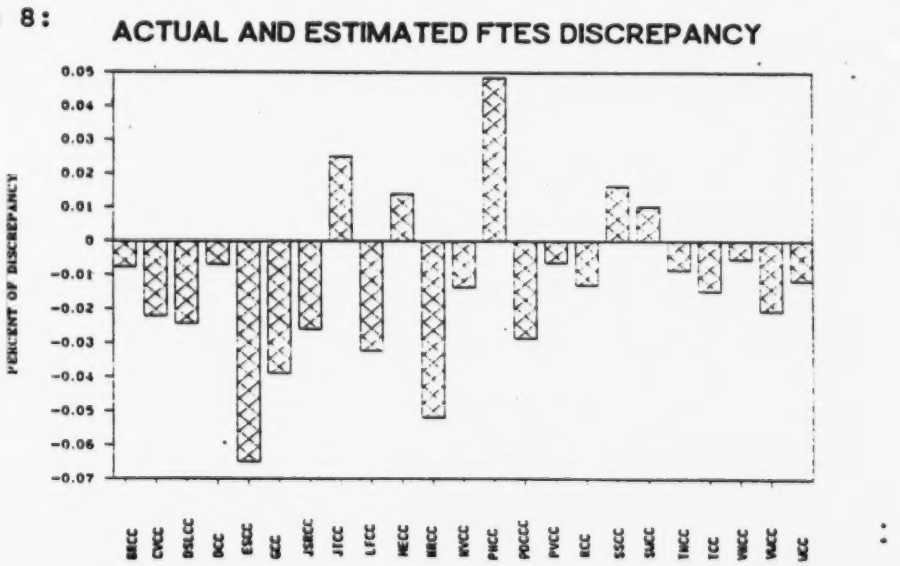
Table 6: DISCREPANCY BETWEEN PROJECTED AND ACTUAL ENROLLMENT FOR ALL VCCS COMMUNITY COLLEGES 1986-87

College	1984-85	1985-86	Expected FTE's 1986-87	Actual FTE's 1986-87	Between Actual and Expected FTE's	Percent of Discrepancy
Blue Ridge	975	1008	1045	1037	-8	-0.77%
Central Virginia	1704	1707	1764	1725	-39	-2.21%
Dabney S. Lancaster	667	725	740	722	-18	-2.43%
Danville	1393	1296	1307	1298	-9	-0.69%
Eastern Shore	212	235	262	245	-17	-6.49%
Germanna	776	701	846	813	-33	-3.90%
J. Sargent Reynolds	4416	4065	4235	4125	-110	-2.60%
John Tyler	1853	1795	1800	1845	45	2.50%
Lord Fairfax	735	802	896	867	-29	-3.24%
Mountain Empire	1243	1352	1448	1468	20	1.38%
New River	1378	1479	1698	1610	-88	-5.18%
Northern Virginia	15440	14927	15855	15638	-217	-1.37%
PATRICK HENRY	698	767	805	844	39	4.84%
Paul D. Camp	611	614	628	610	-18	-2.87%
Piedmont Virginia	1473	1521	1574	1564	-10	-0.64%
Rappahannock	586	552	618	610	-8	-1.29%
Southside	876	971	1053	1070	17	1.61%
Southwest Virginia	1949	2112	2370	2394	24	1.01%
Thomas Nelson	3160	2895	3006	2980	-26	-0.86%
Tidewater	7663	7133	7790	7675	-115	-1.48%
Virginia Highlands	1039	1052	1121	1115	-6	-0.54%
Virginia Western	2624	2602	2800	2742	-58	-2.07%
Wytheville	1061	1069	1110	1097	-13	-1.17%

SOURCE: VCCS actual, Estimated and Projected Annual FTE's: First Cast of Enrollments for the 88-90 Biennium (12-10-86)

VCCS Modified Annual FTE's 1986-87 (3-19-87)

Figure 8:



Graduates:

According to the 1986 Graduating Student Survey responding students stated that their primary reasons for attending PHCC were its location, low tuition, recommendations from friends, and the fact that it offers major offerings in their field of studies. They also stated that parental recommendations were a major factor in their decisions to attend PHCC.

The typical 1986 graduate was an unmarried white female under thirty year of age from Virginia. Seventy-four percent of the graduates were female, fifty-seven percent were unmarried, eighty-seven percent were white and ninety-nine percent classified as in-state students. Their average age in 1986 was twenty-nine. Nearly half of PHCC's 1986 graduates were first generation students, or the first person in their families to receive a college degree. Forty-seven percent of the students received financial aid of some sort, with a high percentage of those who qualified receiving aid from more than one source. Seventy-nine percent of the respondents were employed at least part-time while they were enrolled in school.

Graduating students had an opportunity to rate services at the college on a five-point scale. These ratings are detailed in Table 7. The Image of PHCC in Home Communities received the highest number of excellent ratings (24). This is followed closely by the Learning Resource Center (23) and teacher/student interactions in (21) and outside (17) of the classroom. It should be noted that the Financial Aid Program received the highest average score, with 4.21. This is partly because fewer persons responded to the question regarding Financial Aid, and those who did respond rated it very highly.

Receiving the lowest average score on this survey was scheduling of classes, with 3.30. This indicates that work needs to be done in this area, and perhaps a follow-up question or two on the next survey to determine exactly what the students are not happy with in terms of the schedule.

The college does not currently have information profiling its graduates in terms of employment or continuation of education.

Table 7: Ratings of Selected College Programs by 1986 PHCC Grads

	Excellent (5)	Good (4)	Average (3)	Fair (2)	Poor (1)	Average Score
Financial Aid	17	9	5	1	1	4.21
Learning Resource Center	23	47	12	0	1	4.10
Overall Experience at PHCC	16	51	13	4	0	3.94
Registrar	22	40	20	3	1	3.92
Image of PHCC in Home Community	24	36	17	4	2	3.92
Student/Teacher Interactions in Classroom	21	41	21	4	3	3.81
Admissions	13	43	19	8	1	3.70
Counseling	19	36	16	8	4	3.70
Student/Teacher Interactions Outside Classroom	17	35	17	6	6	3.63
Faculty Advisement	13	37	27	0	7	3.58
Testing	6	35	25	6	1	3.53
Advisement	13	32	20	6	8	3.46
Placement	8	26	24	7	3	3.43
Student Activities	6	38	23	10	3	3.43
Scheduling of Classes	8	37	19	14	5	3.35

Source: 1986 PHCC Graduating Students Survey

College Programs

The nature of the service area, population and student body, has led PHCC to offer diversified programs of instruction. In accordance with its mission statement, instruction extends no more than two years beyond the high school level and falls into the following seven groups:

Occupational Technical Education. The occupational and technical educational programs are designed to meet the increasing demand for technicians, semi-professional workers, and skilled craftsmen for employment in industry, business, the professions, and government. The curricula are planned primarily to provide workers for the region served by the college.

University Parallel-College Transfer Education The university parallel-course transfer programs include college freshmen and sophomore courses in the arts and sciences and in pre-professional education, meeting standards acceptable for transfer to baccalaureate degree programs in four-year colleges and universities.

General Education The programs in general education encompass the common knowledge, skills, and attitudes required by each individual to be more effective as a person, a worker, a consumer, and a citizen.

Continuing Adult Education. These programs, offered to enable the adults in the region to continue their learning experience, include both degree credit and non-credit courses offered during the day and evening hours.

Developmental Studies Developmental programs are offered to prepare individuals for admission to an occupational-technical curriculum or to a university parallel-college transfer curriculum in the college. These programs are designed to assist the individual with development of basic skills and knowledge necessary to succeed in other college programs.

Special Training Programs Special training is provided where specific employment opportunities are available for new or expanding industries. Special training programs are coordinated with Virginia's economic expansion efforts and with the need of employers.

Specialized Regional and Community Services The facilities and personnel of the college are available for specialized services to meet the cultural and educational needs of the region served by the community college. These services include special programs, cultural events, workshops, meetings, lectures, conferences, seminars, and community projects which are designed to provide a variety of cultural and educational opportunities for the citizens of the region.

DEGREES AND DISCIPLINES

Patrick Henry Community College awards associate degrees in arts and sciences, and applied science. Programs leading to the Associate in Arts and Sciences degree provide the first two years of instruction in major fields which prepare students for transfer to colleges and universities for the completion of baccalaureate degrees. Programs leading to Associate and Applied Science Degrees provide knowledge and skills leading to employment in several fields of study.

The college also offers diploma and certificate programs for students who wish to seek employment after one or two years of post-high school study, or who, for one reason or another, do not wish to complete the requirements for an associate degree. Certificate programs are less than two years in length with a major in an occupational area. Diploma programs are two years in length. Diploma and certificate programs differ from associate degree programs in that they are presented at a different educational level and are developed in response to local needs identified by local curriculum advisory committees. These programs have been approved by the curriculum advisory committee, the Patrick Henry Community College Board, and the State Board for Community Colleges.

Approved Academic Programs

Associate in Arts and Sciences Degree
- Business Administration
- Education
- General Studies
- Liberal Arts
- Science

Associate in Applied Science Degree
- Business Technology: Accounting
  Management
  Office Systems Technology
- Data Processing/Computer Programming
- Data Processing/Office Computer Technology
- Industrial Electronics Technology
- Health Technology in Nursing

Certificate
- Bookkeeping
- Clerical Studies
- Computer Operations
- Drafting and Design
- General Business
- Industrial Electricity/Electronics
- Industrial Welding

Diploma
- Automotive Analysis and Repair

SERVICE AREA DESCRIPTION AND PROJECTIONS

Population

The service area of Patrick Henry Community College includes Henry and Patrick counties, the City of Martinsville and a portion of Franklin County. The 1980 census of the population indicates that the number of residents in the area was 129,190. Table 8 illustrates the breakdown of this population figure. Henry County claimed the highest population with 50,901, followed by Franklin County, Martinsville City and Patrick County. It should be noted that all figures for Franklin County include the entire county, but the PHCC Service Area includes only a portion of Franklin County. Given the information available at the time this report was written, a more precise breakdown was not possible.

Table 8: PHCC Service Area Population, 1980-1985

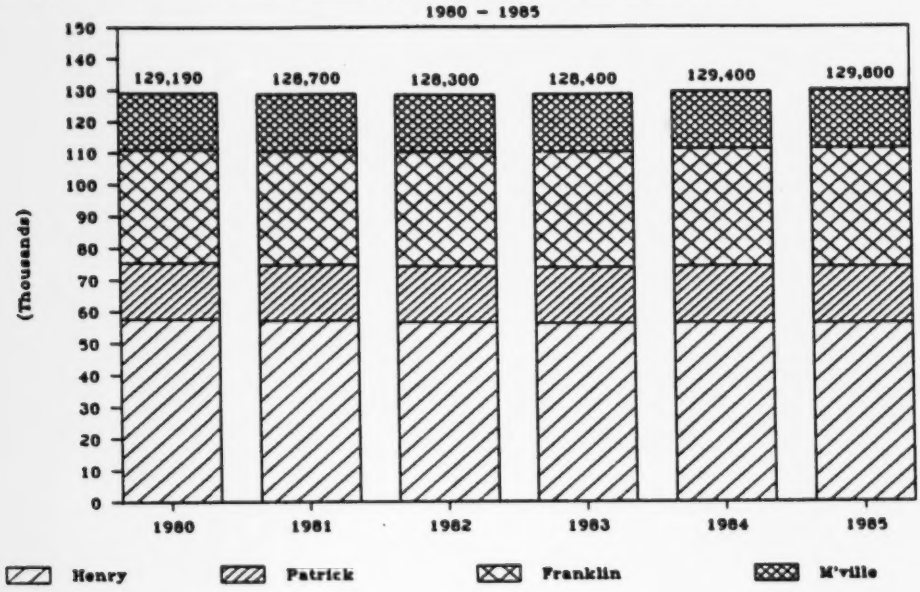
	1980	1981	1982	1983	1984	1985	% Change 1980-85
Henry County	57,654	57,100	56,500	56,100	56,400	56,100	-2.70%
Patrick County	17,647	17,500	17,600	17,500	17,700	17,700	0.30%
Franklin County	35,740	35,900	36,000	36,500	36,900	37,300	4.36%
Martinsville	18,149	18,200	18,200	18,300	18,400	18,700	3.04%
TOTAL SERVICE AREA	129,190	128,700	128,300	128,400	129,400	129,800	0.47%

Source: Tayloe Murphy Institute Memorandum 16

Table 8 also illustrates the six-year population trend from 1980 through 1985 which is the most recent year for which such information is available. It may be seen that Henry County decreased slightly (2.7%) in size during this period, while the other three geographic sections increased slightly. Franklin County experienced the largest growth with 4.36%. Overall, the service area experienced a net gain of about one half of one percent, or 610 people, between 1980 and 1985.

As Figure 10 illustrates, there was no significant change in the proportion of the service area population from each geographic region during the six-year period.

Figure 9: PHCC SERVICE AREA POPULATION



Between now and the year 2000, these proportions are not likely to change considerably. As Figure 11 illustrates, the size of projected contribution to the service area population for each geographic area is about the same for every year for which population projections are available. The actual projections are detailed in Table 9.

Figure 10: SERVICE AREA POPULATION GROWTH

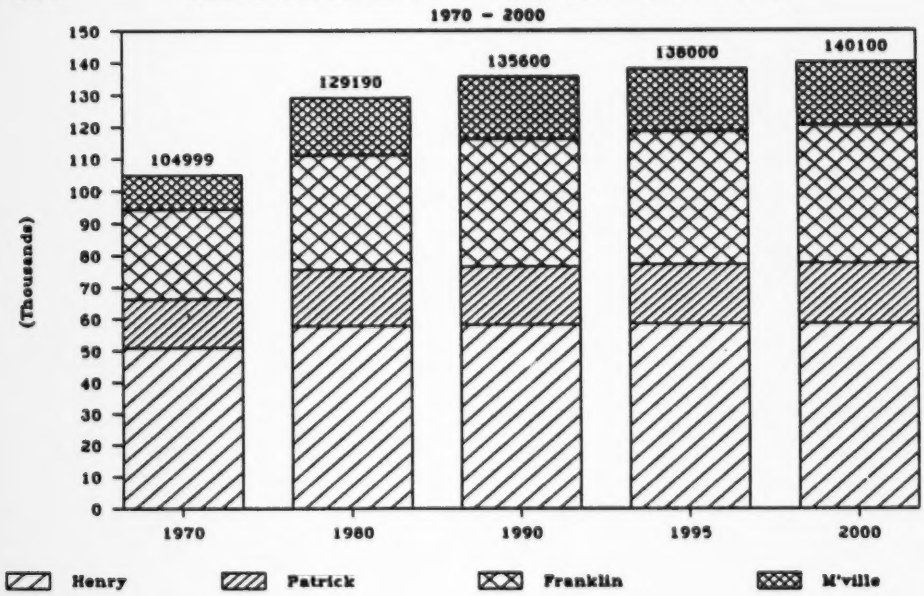


Table 9: Service Area Population Growth

	1970	1980	1990	1995	2000
Henry County	50901	57654	58000	58300	58500
Patrick County	15282	17647	18400	18700	18900
Franklin County	28163	35740	39800	41400	42900
Martinsville	10653	18149	19400	19600	19800
TOTAL SERVICE AREA	104999	129190	135600	138000	140100

Source: Virginia Population Projections 2000

Racial Composition of the Service Area Population

As of the 1980 census, the racial composition of the PHCC Service Area was approximately 80% white and 20% non-white. Table 10 indicates that the City of Martinsville has the highest concentration of non-whites, with 33.5%, followed by Henry County with 23.7% and then Patrick and Franklin Counties with 18% and 12.3% respectively.

Table 10: PHCC Service Area Racial Characteristics, 1980

	White	%	Non-White	%
Henry County	44,068	76.3%	13,686	23.7%
Patrick County	16,238	90.2%	1,409	18.0%
Franklin County	31,350	87.7%	4,390	12.3%
Martinsville	11,506	66.5%	5,798	33.5%
TOTAL SERVICE AREA	103,162	80.3%	25,283	19.7%

Source: Department of Planning and Budget, Commonwealth of Virginia

Through the end of this century (See Table 11), this white/non-white ratio will remain about the same for the service area as a whole. Franklin County will have a slightly higher proportion of whites, but this increase will be balanced by a slightly higher proportion of non-whites in the City of Martinsville. The non-white proportion will increase from 19.7% in 1980, to 20.5% in 2000.

Table 11

PHCC SERVICE AREA RACIAL CHARACTERISTICS

	1980				1990				2000		
	White	%	Non-White	%	White	%	Non-White	%	White	%	Non-White
Henry County	44,068	76.3%	13,686	23.7%	44,119	75.9%	13,984	24.1%	44,027	0.753	14,475
Patrick County	16,238	90.2%	1,409	18.0%	16,932	92.0%	1,467	8.0%	17,374	0.919	1,527
Franklin County	31,350	87.7%	4,390	12.3%	35,021	88.0%	4,774	12.0%	37,577	0.876	5,324
Martinsville City	11,506	66.5%	5,798	33.5%	12,777	65.9%	6,623	34.1%	12,468	0.63	7,332
TOTAL SERVICE AREA	103,162	80.3%	25,283	19.7%	108,849	80.2%	26,848	19.8%	111,446	0.795	28,658

SOURCE: Department of Planning and Budget, Commonwealth of Virginia

Age Characteristics of the Service Area Population

According to the 1980 census, approximately 18% of the population was between the ages of fifteen and twenty-four. This is the primary group which enrolls in secondary schools, in either community colleges, four-year colleges, or other institutions. Figure 11 shows the distribution of age groups in the service area for 1980 and 2000. Considering the fact that the average age of the PHCC student is 29 years, in estimating the proportion of the service area population which are potential students, one should count those persons who are eighteen to about forty-four years old. This would mean, that about 47% of the population, using 1980 census data, are potential students.

Figure 11:

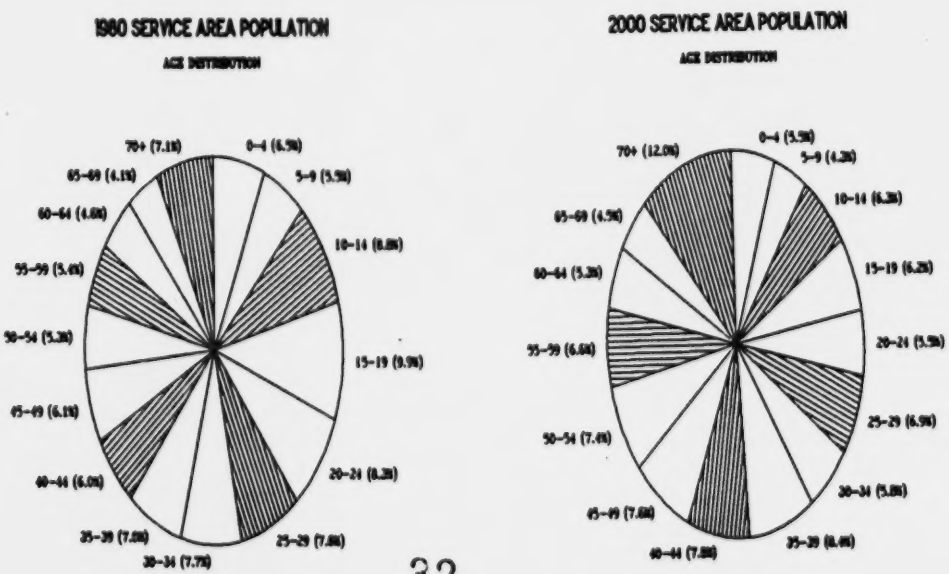


Table 12 provides further breakdowns by county or city as well as exact figures for the total service area to describe the population at the 1980 census and the same information projected to the year 2000.

Population projections for the service area indicate that PHCC will be potentially drawing a higher proportion of its students from an older population. By the year 2000, the 50 and older population will account for a far larger proportion (49%) of the service area population than it did in 1980 (26.5%).

This aging of the service area means that the college needs to look for ways to meet the needs of an older clientele, and to begin offering courses and programs which are geared to their unique interests. A segment of the population which accounts for 49% of the total should not be overlooked when planning for courses and programs. In fact, consideration should be given to increasing marketing, recruitment and retention programs which are designed to attract the 50-and-older student.

Table 12 Population Projections by Age: Total PHCC Service Area

AGE	1980					2000				
	Henry	Patrick	Franklin	M'ville	TOTAL	Henry	Patrick	Franklin	M'ville	TOTAL
0-4	3,891	1,074	2,332	1,046	8,343	3,850	950	2,320	580	7,700
5-9	2,100	1,377	2,448	1,122	7,047	2,440	840	2,150	610	6,040
10-14	5,398	1,498	2,951	1,388	11,235	3,930	1,150	2,750	910	8,740
15-19	5,671	1,493	3,916	1,583	12,663	3,400	1,000	3,020	1,200	8,620
20-24	4,789	1,238	3,121	1,375	10,523	2,000	1,160	3,560	1,020	7,740
25-29	4,473	1,220	2,790	1,246	9,729	4,040	1,390	2,980	1,160	9,570
30-34	4,404	1,336	2,796	1,229	9,765	3,830	1,230	1,670	1,340	8,070
35-39	4,257	1,257	2,449	967	8,930	5,130	1,410	3,720	1,520	11,780
40-44	3,678	1,036	1,977	913	7,604	4,800	1,430	3,230	1,410	10,870
45-49	3,362	1,001	2,370	1,066	7,799	4,360	1,400	3,440	1,350	10,550
50-54	3,371	433	1,829	1,138	6,771	4,300	1,400	3,300	1,280	10,280
55-59	2,953	900	1,791	1,197	6,841	4,050	1,350	2,730	1,130	9,260
60-64	2,333	935	1,559	1,070	5,897	3,290	1,050	2,070	1,000	7,410
65-69	2,014	779	1,439	1,019	5,251	2,340	890	1,840	1,240	6,310
70+	2,881	1,560	2,844	1,800	9,085	6,280	2,250	4,120	4,060	16,710
TOTAL	55,575	17,137	36,612	18,159	127,483	58,040	18,900	42,900	19,810	139,650

Gender Distribution of Service Area Population

In 1980 there was almost an even split between the number of males and the number of females in the service area. This approximately 50 - 50 split is characteristic of all of the geographic areas and remains approximately the same through the year 2000, as may be seen in Table 13.

Population Comments:

For the most part the population of the PHCC service area will remain stable through the year 2000. The proportion of each segment will remain approximately to that of 1980, except for the area of age. By 2000, the proportion of people fifty years of age and older will almost double, from 26% to 49%. This leads to the conclusion that the college should plan carefully to meet the unique needs of this segment of the population.

Table 13

SERVICE AREA POPULATION BY GENDER

	1980		1990		2000	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Henry County	21,635	22,433	28,106	29,897	28,145	30,367
Patrick County	8,100	8,138	9,064	9,335	9,218	9,683
Franklin County	15,732	15,618	19,649	20,146	20,939	21,962
Martinsville City	5,626	6,725	8,724	10,676	8,882	10,918
TOTAL SERVICE AREA	51,093	52,914	65,543	70,054	67,184	72,920
%	49.12%	50.88%	48.34%	51.66%	47.95%	52.05%

EMPLOYMENT INFORMATION

Unemployment rates for PHCC's service area remained somewhat stable for the years 1980 to 1985. During that period, the civilian labor force grew from 65,305 to 69,816, and increase of 6.91% (See Table 14.). At the same time, the unemployment rate grew from 5.31% to 7.61%, which means that approximately 5,311 people were unemployed in the service area during 1985. The City of Martinsville consistently reported the lowest unemployment rate, with the exception of 1981, when Franklin County was lowest.

Table 15 describes the employment picture for PHCC's service from 1980 through 1984. The most significant growth (115.82%) in numbers of employees needed during that five-year period was in "Finance, Insurance, and Real Estate" in the Franklin County area. This growth was not characteristic of other parts of the service area, as illustrated by a decline of 4.03% for the same type of employee for the City of Martinsville.

Having the largest decrease in number of available jobs was "Agriculture, Fishing, Forestry", as exemplified by a 100% decrease in that area for the city of Martinsville. This was offset somewhat by a 71.43% increase for Patrick County and a 41.67% increase for Henry County. It should be noted, however, that these increases represent very small numbers of employees, as does the 100% decrease for Martinsville, which represents a loss of only 12 employees over the five-year period.

Table 14 Labor Force Estimates for Virginia
Employment and Unemployment Estimates
1980-1985

AREA	CIVILIAN LABOR FORCE						EMPLOYMENT					
	1980	1981	1982	1983	1984	1985	1980	1981	1982	1983	1984	1985
FRANKLIN COUNTY	18,302	16,952	17,857	16,564	17,990	18,681	16994	16061	15220	14883	16739	17185
HENRY COUNTY	29,322	31,128	31,870	31,980	31,649	31,735	27954	28953	27896	29400	30229	29099
MARTINSVILLE CITY	9,201	9,752	9,981	9,810	10,022	9,543	8820	9135	8782	9255	9516	9147
PATRICK COUNTY	8,480	8,900	9,891	10,212	10,120	9,857	8072	8360	8509	8967	9220	9074
TOTAL	65,305	66,732	69,599	68,566	69,781	69,816	61,840	62,509	60,407	62,505	65,704	64,505

	NUMBER OF UNEMPLOYED						UNEMPLOYMENT RATE					
	1980	1981	1982	1983	1984	1985	1980	1981	1982	1983	1984	1985
FRANKLIN COUNTY	1308	891	2637	1681	1251	1496	7.15%	5.26%	14.77%	10.15%	6.95%	8.01%
HENRY COUNTY	1368	2175	3974	2580	1420	2636	4.67%	6.99%	12.47%	8.07%	4.49%	8.31%
MARTINSVILLE CITY	381	617	1199	555	506	396	4.14%	6.33%	12.01%	5.66%	5.05%	4.15%
PATRICK COUNTY	408	540	1382	1245	900	783	4.81%	6.07%	13.97%	12.19%	8.89%	7.94%
TOTAL	3,465	4,223	9,192	6,061	4,077	5,311	5.31%	6.33%	13.21%	8.84%	5.84%	7.61%

The largest increases in numbers of employees needed for the service area was due to growth in the manufacturing industry, which accounted for an increase of 1243 employees for the service area as a whole. This is by far the largest growth of any categories listed in Table 15.

According to the Virginia Employment Commission, the occupation with the largest number of job openings for Service Delivery 8, which includes PHCC's service area plus Amherst, Appomattox, Campbell, Bedford and Pittsylvania Counties, will be Sewing Machine Operators with 2,890 estimated job openings during the period from 1980 to 1990. Also anticipated are large numbers of openings for janitors, porters, cleaners, sales clerks, and secretaries, all of which will have 2,000 or more job openings during the decade from 1980 to 1990. (See Table 16.)

Table 15 Job Openings in Specific Industrial Areas, 1980 - 1984

AREA	INDUSTRY	1980	1984	No. Increase 1980-84	% INCREASE 1980-84
FRANKLIN COUNTY	AGRICULTURE, FISHING, FORESTRY	87	103	16	18.39
	MINING AND QUARRYING				
	CONSTRUCTION	344	347	3	0.87
	MANUFACTURING	4097	4496	399	9.74
	TRANSPORTATION, COMMUNICATION, AND UTILITIES	119	116	-3	-2.52
	TRADE	1347	1317	-30	-2.23
	FINANCE, INSURANCE AND REAL ESTATE	177	382	205	115.82
	SERVICES	910	969	59	6.48
	GOVERNMENT	*	1264	1264	-1.10
HENRY COUNTY	AGRICULTURE, FISHING, FORESTRY	36	51	15	41.67
	MINING AND QUARRYING	68	66	-2	-2.94
	CONSTRUCTION	761	623	-138	-18.13
	MANUFACTURING	15477	15720	243	1.57
	TRANSPORTATION, COMMUNICATION, AND UTILITIES	939	912	-27	-2.88
	TRADE	2432	2400	-32	-1.32
	FINANCE, INSURANCE AND REAL ESTATE	239	247	8	3.35
	SERVICES	789	798	9	1.14
	GOVERNMENT	*	2156	2156	7.69
MARTINSVILLE CITY	AGRICULTURE, FISHING, FORESTRY	12		-12	-100.00
	MINING AND QUARRYING			0	
	CONSTRUCTION	361	257	-104	-28.81
	MANUFACTURING	8885	8973	88	0.99
	TRANSPORTATION, COMMUNICATION, AND UTILITIES	663	561	-102	-15.38
	TRADE	2208	2346	138	6.25
	FINANCE, INSURANCE AND REAL ESTATE	720	691	-29	-4.03
	SERVICES	1851	2119	268	14.48
	GOVERNMENT	*	1093	1093	-0.73
PATRICK COUNTY	AGRICULTURE, FISHING, FORESTRY		12	12	71.43
	MINING AND QUARRYING				
	CONSTRUCTION	84	72	-12	-14.29
	MANUFACTURING	1960	2473	513	26.17
	TRANSPORTATION, COMMUNICATION, AND UTILITIES	70	72	2	2.86
	TRADE	413	578	165	39.95
	FINANCE, INSURANCE AND REAL ESTATE	77	78	1	1.30
	SERVICES	422	449	27	6.40
	GOVERNMENT	*	723	723	0.14

Table 16 Specific Occupations with the Largest Number of Job Openings 1980 - 1990

Occupation	Total Openings	Due to Growth	Due to Separatio
Sewing Maching Operators, Regular Equipment, Garment	2890	960	1930
Janitors, Porters, and Cleaners.2480	2480	660	1820
Sales Clerks	2220	720	1500
Secretaries	2000	780	1220
Cashiers	1780	840	940
General Clerks, Office	1510	390	1,20
Preschool &/or Elementary School Teachers	1430	220	1210
Nurses, Professional	1350	530	820
Supervisors, Nonworking	1270	280	990
Food Preparation & Service Workers, Fast Food Restaurant	1200	630	570
Nurses Aides/Orderlies	1090	420	670
Teachers, Secondary	930	180	750
Waiters or Waitresses	920	350	570
Managers, Store	880	260	620
Helpers, Trades	820	210	610
Truck Drivers	790	260	530
Production Packagers	770	280	490
Inspectors	740	150	590
Guards and Doorkeepers	700	170	530
Kitchen Helpers	620	240	380

PLANNING ASSUMPTIONS

Planning assumptions cited in the 1983-88 Institutional Master Plan continue to be relevant. Assumptions which are preceded by an asterisk (*) have tended to be especially pertinent and are currently impacting on college operations. Other assumptions remain viable with the exception of assumption 23. Tuition for Virginia's community colleges has decreased for the past two years and can be expected to remain essentially stable. However, increased demand for financial aid has occurred while the availability of financial aid has not increased. The following assumption is added: PHCC will convert from the quarter to the semester system by the fall of 1988.

*1. A concerted and effective effort will be necessary to retain public confidence in Patrick Henry Community College.

*2. The need for management of information will require greater reliance on computer technology.

*3. As our society becomes more computer oriented, college curricula will incorporate this technology.

*4. The demand for instructional use of computers will increase due to an increase in demand for computer trained personnel, increases in demand from other technical and scientific majors that require use of a computer, and increases in demand for general computer literacy.

*5. As the cost of attending four-year colleges increases, greater proportions of those students attending Virginia higher education institutions will be going to Patrick Henry Community College.

*6. The Fine Arts/Student Center will be completed by 1989.

*7. The occupational/technical programs will expand and require a greater proportion of allocated resources.

8. A greater proportion of students will be enrolled in occupational/technical courses.

9. Upon completion of the Fine Arts/Student Center, additional funds for capital construction will be limited.

10. There will be an increased use of self-instructional delivery methods.

*11. Instructional technology will be utilized as an aid to conventional teaching methods.

12. Establishment of licensure and certification requirements by various professional groups will increase the demand for specialized course offerings.

*13. The demand for instruction at locations throughout PHCC's service area will increase and require more support services to maintain quality.

*14. During the planning period, PHCC will strive to make more effective use of community resources.

*15. There will be a greater need for specific articulation agreements between PHCC and area secondary and post-secondary institutions.

*16. Cooperative ventures between the college and other institutions and agencies will be instituted.

*17. The college's role in retraining efforts will increase.

*18. Demands from students making career changes will necessitate greater emphasis on career counseling and testing.

*19. Greater emphasis will be made concerning proper student placement for academic purposes.

*20. Public awareness will continue to point to a greater emphasis on math and science as basic skill requirements for technological careers.

*21. The composition of the PHCC student body will continue to be diverse.

*22. The diverse characteristics of the student body will require a continuing reassessment of student services programs.

**23. As a result of increases in tuition and other costs of education, there will be an increase in the demand for financial aid.

*24. There will not be significant real dollar increases in state funding during the planning period.

*25. To supplement state support, efforts to secure external funding will increase.

*26. Local tax funding will not be a major source of revenue for Patrick Henry Community College.

27. Students will bear an increased proportion of the total cost of their education.

*28. Limited or no state support will be provided for non-credit activities.

*29. Major increases in maintenance and renovation funds will be needed.

*30. Major increases in equipment replacement funds will be needed.

31. A larger proportion of PHCC budget will be consumed by energy and energy-related costs.

*32. Maximum utilization of existing facilities will be required.

*33. The college will be expected to do more with less in all areas of operation.

*34. The number of college personnel will not increase significantly.

*35. There will be an emphasis on increasing faculty productivity.

*36. Job responsibilities for support staff will broaden in scope.

*37. There will continue to be little turnover in an already mature college faculty and staff.

38. Burn-out among personnel will be an issue that must be addressed.

*39. There will be increased need for faculty development and retraining programs.

*40. All college personnel will assume a greater responsibility for recruitment and retention of students.

*41. The General Assembly will have greater impact on educational programs at all levels of education.

*42. The college will become more involved in the state legislative process.

**This planning assumption is no longer viable.

Goals and Objectives

MISSION AND GOALS

The mission and goals statement as approved and published in the college catalog, the student handbook, the faculty handbook and other publications is:

Mission

Patrick Henry Community College, a public comprehensive community college, serving the City of Martinsville, the counties of Henry and Patrick, and portions of Franklin County, is committed to offer programs designed to meet identified educational and community service needs. Patrick Henry Community College adheres to an open door admissions policy and welcomes area citizens to its programs and facilities.

Goals

1. Promote and maintain standards of excellence in all programs.

2. Provide the first two years of instruction toward a baccalaureate degree.

3. Provide occupational/technical programs to serve people seeking employment or desiring advancement in their present jobs.

4. Provide programs to assist students in overcoming deficiencies and acquiring skills fundamental to further academic and career achievements.

5. Provide programs to serve persons desiring special courses and workshops in occupational skills, personal development, civic affairs, and cultural enrichment.

6. Provide a program of student services, including counseling, student activities, student government, financial aid, and placement.

7. Design instructional support services to meet the needs of a diverse student population.

8. Work closely with area businesses, industries, and service agencies to provide educational programs to meet the needs of employers.

9. Review regularly programs and community needs to ensure that new and continuing programs are consistent with identified needs.

GOAL 1: Promote and maintain standards of excellence in all programs.

OBJECTIVES	STRATEGY	OUTCOME
A. Recruit, select, hire and maintain personnel who are committed to the institutional mission and goals	Make commitments to mission and goals a part of every job description.	Review job description and vacancy announcements and insert appropriate comments where necessary
	Make commitment to mission and goals an integral part of the selection and hiring process	Review and revise all current job descriptions to include a statement of commitment to the mission and goals of the college.
		Questions concerning mission and goals statement will be a part of every interview
		Each employee will be given a copy of the Institutional Master Plan.
	Every employee will understand his/her role in the Institutional Master Plan	Each employee will have a personal interview with his/her immediate supervisor for the purpose of discussing the Institutional Master Plan
B. Establish procedures for recognition of excellent personnel	Define excellent performance for each college employee. Categories: Administration, faculty and classified staff	Review and revise evaluation plans for all college personnel to include uniform criteria for measuring excellence
	Provide mechanism by which all college personnel can move toward excellence.	Staff Development Plan will be devised.
	Reward excellence.	Enumerate specific ways to reward excellence.

GOAL 1: Promote and maintain standards of excellence in all programs.

EVALUATION	PROJECTED DATE	PERSON OR GROUP ACCOUNTABLE	NEEDED RESOURCES
A copy of the mission and goals statement and Vacancy Announcement will accompany each application sent to prospective applicants	May, 1987	Personnel Assistant in cooperation with initiator of vacancy announcement	
	Faculty Rank:March, 1988: Prior to signing 1988 contracts Support Staff: at each employee's evaluation beginning Sept., 1988	Dean of Financial and Administrative Services	
A copy of the questions and responses will be on file in the office of Personnel Assistant	May, 1987	Chairman of the Screening Committee	
100% of employees will receive a copy of the Master Plan	Current Employees: September, 1987 New Employees Within 1 month of employment	Coordinator of Institutional Research, Planning and Evaluation	A copy of the Institutional Master Plan for each employee
100% of employees will be counseled regarding the Institutional Master Plan	Current Employees: Within 1 year of adoption of revised job description New employees: within 1 month of employment	Immediate supervisor of employee	
Consensus of employees in each category that excellent performance is defined equitably and uniformly by the appropriate evaluation plan.	March, 1989	President: With assistance from Welfare, Evaluation and Staff Development Advisory Committee	
Consensus of college personnel that all employees have appropriate opportunities for development	March, 1989	President: With assistance from Welfare, Evaluation and Staff Development Advisory Committee	Funds for additional staff development programs
Consensus that evaluation procedures provide tangible means for recognition and rewards which are appropriate and flexible.	March, 1989	President: With assistance from Welfare, Evaluation and Staff Development Advisory Committee	

GOAL 1: Promote and maintain standards of excellence in all programs.

OBJECTIVES	STRATEGY	OUTCOME
C. Establish procedures for development and reward of excellent performance among students	Develop statement which describes excellent student performance	Statement will be included in a student publication at least annually Methods for recognizing and rewarding student excellence will be enumerated
	Develop a plan for recognition and rewarding excellent student performance	Review and revise procedures for recognition and reward of excellence in student performance
	Reward excellent student performance	50% of students will be recognized using the criteria developed
D. Emphasize teamwork, communication and cooperation among all college personnel: administrators, faculty, support staff, and students	Broaden scope of input in college governance process	Encourage students to serve on standing committees as appropriate. Encourage support staff to serve on standing committees as appropriate.
	Include a conflict resolution workshop in staff development plan	Conflict resolution workshop will be held as an in-service workshop
	Faculty meetings will be held monthly.	All faculty will attend monthly meetings
	Classified Staff meetings will be held quarterly	All Classified Staff will attend meetings
	Administrative staff will meet monthly.	All administrative staff will attend
	College-wide meetings	

GOAL 1: Promote and maintain standards of excellence in all programs.

EVALUATION	PROJECTED DATE	PERSON OR GROUP ACCOUNTABLE	NEEDED RESOURCES
Students will be made aware of standards of excellence	September, 1988	President: With assistance from Student Development, Recruitment, Retention And Financial Aid Advisory Committee	
Consensus by faculty and administration that plan defines excellence in student performance	March, 1989	President: With assistance from Student Development, Recruitment, Retention And Financial Aid Advisory Committee	Funds to pay for awards for excellent performance in every category
Consensus by faculty and administration that rewards and recognition are appropriate and flexible.	March, 1989	President: With assistance from Student Development, Recruitment, Retention And Financial Aid Advisory Committee	
At least one student will serve on each appropriate committee.		President	
90% of faculty will attend workshop	September, 1989	President, with assist- from Welfare, Evaluation and Staff Dev. Adv. Comm.	Funding to pay for Workshop
	September, 1987	Dean of Academic and Student Development	
	September, 1987	Dean of Academic and Student Development	
	September, 1987	President	
	As Needed	President	

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GOAL 2: Provide the first two years of instruction toward a baccalaureate degree.
GOAL 3: Provide occupational, technical programs to serve people seeking employment or desiring advancement in their present job.

OBJECTIVES	STRATEGY	OUTCOME
A. Assess community needs for programs and courses	Conduct formal needs assessments of a. Business b. Industries c. Service Agencies d. 4-year Colleges e. Area high schools f. Graduates g. Area Citizens	Hire a consultant to formulate survey instruments, design sample selection procedures, conduct survey, analyze and interpret results, and write final report
	Collect and interpret local, regional, state and national population and employment data	
	Solicit input from Lay Advisory Committees	Lay Advisory Committee will meet twice each year
	Conduct program specific surveys of special groups	Identify needs for surveys
		Develop and conduct surveys and interpret results
B. Plan new and revised courses to meet community needs	Identify new programs and courses for implementation	Instructional and/or administrative staff submit new course/program proposals to appropriate division chairman
	Provide resources needed to implement new courses/programs	Identify: Faculty availability Facilities needed Supplies needed Staff support Operating funds Special equipment sources
	Obtain local, VCCS, and State approval for programs and courses needed	Appropriate review and approval will be sought at all levels

GOAL 2: Provide the first two years of instruction toward a baccalaureate degree.
GOAL 3: Provide occupational, technical programs to serve people seeking employment or desiring advancement in their present job.

EVALUATION	PROJECTED DATE	PERSON OR GROUP ACCOUNTABLE	NEEDED RESOURCES
Formal report submitted to the President	September, 1989, and once each 10 years thereafter	Coordinator of Institutional Research, Planning and Evaluation	Consultant Fees, Printing, Postage, Mileage and other associated expenses
Interpretive report submitted to deans and President	January, 1988	Coordinator of Institutional Research, Planning and Evaluation	
Minutes of Lay Advisory Committee meetings will be on file in offices of Division Chairmen	Beginning Spring, 1988 and every meeting thereafter	Division Chairmen	
Memo/Letter sent to Office of Institutional Research	As Required	All college personnel	
Interpretive report submitted to person requesting survey	Scheduled by Institutional Research Office as requests are received.	Coordinator of Institutional Research, Planning and Evaluation with assistance from requestor	
Written course/program submitted to appropriate dean	As identified	Division Chairman	
Report detailing resources needed and methods of allocating them	Prior to new course or program implementation	Dean of Academic and Student Development	Faculty, Supplies, Facilities, and Equipment for new courses
Appropriate documentation will be submitted to 1) Dean of Academic and Student Development for local review/ approval	In time for Lay Advisory Committee, Curriculum Committee and Local Board meetings	Division Chairmen	
2) President for VCCS approval	In time to submit to VCCS for approval	Dean of Academic and Student Development	
3) VCCS for State Board approval	Prior to State Board Meeting		

GOAL 2: Provide the first two years of instruction toward a baccalaureate degree.
GOAL 3: Provide occupational, technical programs to serve people seeking employment or desiring advancement in their present job.

OBJECTIVES	STRATEGY	OUTCOME
B. Plan new and revised courses to meet community needs	Devise administrative delivery service	Responsibility for course/program implementation will be assigned Expenditure for needed resources will be authorized
C. Implement new and revised courses and programs	Secure qualified faculty	Follow approved hiring procedures
	Select times and places appropriate to student needs	Schedule classes appropriately
	Advertise classes and recruit students	Prepare promotional materials for area media and informational brochures, catalogs, schedules, etc.
	Articulate with secondary schools or postsecondary institutions. Apply all strategies, measurements, evaluations used for existing courses	Meet with appropriate high school personnel annually Meet with selected personnel from post-secondary institutions on an on-going basis
D. Examine existing instructional delivery systems	Define instructional effectiveness. Determine the competencies that students will achieve from instructional programs	Hire consultant to lead faculty work sessions on instructional effectiveness
	Provide opportunities for professional growth and instructional experimentation Formulate a written policy concerning professional development.	Allocate release time and funds for professional growth and experimentation
	Evaluate effectiveness of instructional methodologies.	Initiate an evaluation of these methodologies by collecting evidence of the effectiveness of teaching techniques such as competency-based instruction, writing across the curriculum and others.
	Evaluate teaching methodology of new/revised courses after implementation	Measurement tool: 1. course objectives 2. instructional techniques

GOAL 2: Provide the first two years of instruction toward a baccalaureate degree.
GOAL 3: Provide occupational, technical programs to serve people seeking employment or desiring advancement in their present job.

EVALUATION	PROJECTED DATE	PERSON OR GROUP ACCOUNTABLE	NEEDED RESOURCES
Memo/letter assigning responsibility and authorizing expenditure will be sent	Prior to implementation	Dean of Academic and Student Development	Funds for new courses or programs
New courses and programs appear in the schedules and meet enrollment requirements	Winter, 1988 and every year thereafter.	Division Chairmen	Adequate budget to support courses and programs
Increased distribution of promotional materials	Quarterly	Director of Institutional Advancement	Adequate Budget
Letter or report documenting meeting submitted to Dean of Academic and Student Development	Spring, 1988 and ongoing	Division Chairmen	Promotional Expenses
Articulation agreements with senior institutions distributed college-wide	Spring, 1988 and ongoing	Division Chairmen	
Statements defining instructional effectiveness and identifying specific competencies for each instructional program	Fall, 1988	Dean of Academic and Student Development	Consultant and Related Fees
Disseminate information on experimentation results. 15% of faculty will be involved. Recognize innovative endeavors.	Fall, 1989 and every year thereafter	Dean of Academic and Student Development with assistance of Division Chairmen	Funds for release time and instructional materials
Report submitted to college President	Spring, 1991	Dean of Academic and Student Development with assistance of Division Chairmen	
Evaluation report submitted to appropriate administrator	2 months after completion of course.	Division Chairpersons	

GOAL 2: Provide the first two years of instruction toward a baccalaureate degree.
GOAL 3: Provide occupational, technical programs to serve people seeking employment or desiring advancement in their present job.

OBJECTIVES	STRATEGY	OUTCOME
E. Assess student outcomes on a periodic basis for all majors, the general education component of each major, and developmental studies.	Define instructional effectiveness. Define competencies that students should obtain from instructional programs.	Bring in a consultant to lead faculty work sessions on instructional effectiveness
	Determine measures of educational/student outcomes	Select or develop instruments that measure attainment of outcomes.
	Collect data dealing with educational outcomes	Data base containing outcomes information
	Conduct program evaluation/revision based on interpretive reports	Set up evaluation team to evaluate programs and implement revisions. 4-year colleges 75% of PHCC graduates who apply admitted
	Designate evaluation team	Curriculum committee Lay advisory committees as appropriate
	Evaluate every degree for a balanced curriculum to include both specialized and general education requirements	Identify SACS, SCHEV and VCCS requirements for each degree, certificate and diploma. Add, revise, or delete courses to comply
F. Convert instructional program from quarter to semester system	Establish committee to rewrite college course descriptions, catalog, and other materials to reflect conversion.	All college publications will reflect conversion to semester system.

GOAL 2: Provide the first two years of instruction toward a baccalaureate degree.
GOAL 3: Provide occupational, technical programs to serve people seeking employment or desiring advancement in their present job.

EVALUATION	PROJECTED DATE	PERSON OR GROUP ACCOUNTABLE	NEEDED RESOURCES
Statements defining instructional effectiveness and identifying specific competencies for each instructional program.	Fall, 1988	Dean of Academic and Student Development	Consultant
Outcomes included in course outlines. Assessment of each program administered.	Fall, 1989	Dean of Academic and Student Development	
Interpretive report submitted to appropriate administrators.	Spring, 1998, and every spring thereafter	Coordinator or Institutional Research, Planning and Evaluation with assistance from faculty and other administrators,	
Evaluation completed, appropriate revisions made, and report submitted to deans and president.	Summer, 1990 and periodically as appropriate.	Dean of Academic and Student Development with assistance from Coordinator of Inst. Res., Plan. and Evaluation	
Written documentation of team composition	Fall, 1989	Coordinator of Institutional Research, Planning and Evaluation	
100% of curricula in compliance with SACS requirements	Fall, 1990	Dean of Academic and Student Development	
All college materials and publications will reflect conversion to semester system.	March 1, 1987	Dean of Academic and Student Development	Funds to publish changes.

GOAL 4: Provide programs to assist students in overcoming deficiencies and acquiring skills fundamental to further academic and career achievements.

OBJECTIVES	STRATEGY	OUTCOME
A. Expand counseling/ advisement activities for developmental students	Identify developmental students through student records of previous academic achievement, testing and personal interviews.	Establish cut-off scores on math, reading and English Placement tests and ranges relative to previous academic performance Develop an interview protocol and criteria for assessment
	Assign one counselor the responsibility of working with developmental students	Group counseling sessions designed especially for group building will be conducted
	Assign one or two faculty advisors to work with developmental students and provide special training for those advisors	Faculty assigned to advise developmental students will attend training sessions related to academic advising of developmental students
	Counselor and advisors assigned to developmental students will work together to advise developmental students	Meetings will be conducted periodically to evaluate progress and determine problems.
B. Insure proper placement of students enrolled in developmental work	Determine entrance requirements for all developmental courses	Entrance requirements will be established based on research relative to entry requirements for non-developmental courses
	Develop a system to assure policy adherence for students needing developmental coursework throughout the counseling/advisement process	Establish guidelines for requiring students to take developmental courses.

GOAL 4: Provide programs to assist students in overcoming deficiencies and acquiring skills fundamental to further academic and career achievements.

EVALUATION	PROJECTED DATE	PERSON OR GROUP ACCOUNTABLE	NEEDED RESOURCES
Potential developmental students will have reading, math and English scores, academic records, and interview responses on file in student services division. Copies will be sent to academic advisors for developmental students.	Procedure developed by June, 1987 and used at beginning of each quarter	Dean of Academic and Student Development and Chairman of Arts and Science Division	Assistance from Office of Institutional Research
Scheduling of sessions and attendance records will be maintained in office of counselor assigned to developmental students	August, 1987	Director of Student Development	One Additional Counselor
Plan for maintaining training and evaluations of the advisement program for developmental students will be developed	June, 1987	Chairman of Arts and Sciences Division	Academic advising training. Release time for faculty involved in this activity.
Minutes of meetings will be on file in Office of Dean of Academic and Student Development.	Beginning Sept., 1987	Director of Student Development, Chairman of Arts and Science Division Dean of Academic and Student Development	
Entrance requirements will be submitted to curriculum and instruction advisory committee for approval. Faculty advisors will receive a copy of entrance requirements.	August, 1987	Chairman of Arts and Science Division, Dean of Academic and Student Development	
Curriculum Advisory Committee will develop and distribute to faculty.	June, 1987	Dean of Academic and Student Development	

GOAL 4: Provide programs to assist students in overcoming deficiencies and acquiring skills fundamental to further academic and career achievements.

OBJECTIVES	STRATEGY	OUTCOME
C. Expedite students' progress through developmental courses.	Establish specific exit skills for all developmental courses.	Hire a consultant to assist with establisment of exit requirements.
	.....	.....
	Seek external funding to pay for tutoring program for developmental students	Write and submit grant proposals seeking additional funds for tutoring developmental students.
	.....	.....
	Require attendance in developmental courses	Develop a progress-in-attendance form to distribute to all faculty teaching developmental courses. Form will be sent to counselor in charge of developmental students when student is making unsatisfactory progress.
	.....	.....
	Provide additional support activities for developmental students such as: a. Study Skills Workshops b. Coping with College seminars c. Information about where to get help d. Time Management seminars	Develop a schedule of activities and maintain record of participation and topics covered.
D. Monitor student success and evaluate program effectiveness	Conduct follow-up activities for former developmental students currently enrolled in college-level courses	Develop a system for tracking developmental students through college-level courses
	.....	.....
	Examine and compare progress of developmental and non-developmental students	Conduct a research study to compare progress of the two groups
E. Create an awareness of college-wide responsibility for developmental studies	Include aspects of developmental studies in in-service training	Devote time during fall in-service to topics of interest to developmental studies

GOAL 4: Provide programs to assist students in overcoming deficiencies and acquiring skills fundamental to further academic and career achievements.

EVALUATION	PROJECTED DATE	PERSON OR GROUP ACCOUNTABLE	NEEDED RESOURCES
Exit requirements will be submitted to all faculty advisors and teachers of developmental courses	August, 1987	Dean of Academic and Student Development	Consultant to assist in establishment of exit requirements.
Copies of grant proposal will be on file in office of Dean of Academic and Student Development	August, 1987	Dean of Academic and Student Development	Person to devote time to applying for grants
Form will be developed and distributed to faculty who teach developmental courses	August, 1987	Dean of Academic and Student Development	
Records will be on file in office of Director of Student Development	August, 1987	Counselor in charge of developmental students	
System will be developed and distributed to counselor and advisors assigned to developmental students. Reports of developmental students' progress will be provided to Recruitment and Retention Committee and Curriculum Advisory Committee	June, 1988	Coordinator of Institutional Research, Planning and Evaluation, Chairman of Arts and Sciences Division, and Director of Student Development	
Report of study will be submitted to Dean of Academic and Student Development, Chairman of Arts and Sciences Division, and Curriculum Advisory Committee	June, 1988, and yearly thereafter	Coordinator of Institutional Research, Planning and Evaluation	Part-time assistance from Coordinator of Institutional Research, Planning and Evaluation Data processing and Data entry time.
In-service training schedule will include topics related to developmental studies	September, 1987 and annually thereafter	Dean of Academic and Student Development	Outside Consultant

GOAL 5: Provide programs to serve persons desiring specific courses and workshops in occupational skills, personal development and cultural enrichment.

OBJECTIVES	STRATEGY	OUTCOME
A. Provide special courses, workshops, seminars, and activities to meet the educational goals of individuals who seek vocational enrichment for life-long learning	Conduct a community needs assessment to identify courses for which there is a demand	Offer courses identified through the needs assessment as being in demand - expand and update educational offerings
	Maintain a log of course requests for future offerings	Offer courses for which there have been requests - expand/update educational offerings
	Increase publicity for college-sponsored special courses, workshops, and activities including detailed information in the class schedule	Arrange for area publications and TV and radio stations to include information regarding PHCC activities as a public service
	Incorporate community organization on Channel 35	Create a "Community Bulletin Board" for Channel 35 which will be displayed at regular times throughout the day
	Utilize Cable TV as a delivery system for providing courses and other programs	Conduct a community needs assessment to identify courses for possible cable delivery
		Encourage faculty participation in cable courses by counting such participation as a full course when considering course load
	Study successful course offerings of sister colleges and emulate where possible	Submit requests for new courses to Dean of Academic and Student Development
		Provide appropriate faculty and resources for new course offerings.
		Expand pool of adjunct faculty to include people qualified to teach new courses.
B. Make facilities and resources accessible for the mutual benefit of agencies, organizations, businesses, industries, and citizens	Develop and distribute a facilities utilization policy	Reevaluate and update current policy using input from business and civic leaders as well as college personnel
		Develop a brochure outlining the facilities utilization policy

GOAL 5: Provide programs to serve persons desiring specific courses and workshops in occupational skills, personal development and cultural enrichment.

EVALUATION	PROJECTED DATE	PERSON OR GROUP ACCOUNTABLE	NEEDED RESOURCES
Enrollment in continuing education courses will increase by 5% per year.	June, 1988, and every year thereafter	Division Heads of Occupational/Technical, Arts and Sciences and Extended Learning	Consultant to assist with Community Needs Assessment Promotional Funds
Increased publicity for college-sponsored activities will appear in area publications and on public-service messages on local radio and TV programs	June, 1989	Director of Institutional Advancement	Promotional Funds Brochures, Flyers, Pamphlets and other public relations documents
Community Bulletin Board" will be displayed on a regular schedule on Channel 35.	June, 1990	Director of Institutional Advancement, LRC Director and Audio Visual Personnel	
Lists of cable courses will be developed and at least one new course will be offered annually	June, 1990	Dean of Academic and Student Development	
Faculty participation in cable productions will increase	September, 1990	Dean of Academic and Student Development	
Appropriate courses will be offered	September, 1988	Division Chairmen	
Budget will reflect additional appropriations	September, 1988	Dean of Academic and Student Development	Resources for new courses
Pool will be on file in Academic Dean's office	September, 1988	Director of Extended Learning Services	Faculty, Materials and Resources
Brochure will be distributed to area businesses, civic groups and college personnel	June, 1988	Dean of Academic and Student Development	

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GOAL 5: Provide programs to serve persons desiring specific courses and workshops in occupational skills, personal development and cultural enrichment.

OBJECTIVES	STRATEGY	OUTCOME
C. Encourage all college personnel to be involved in civic, cultural, and continuing education	Provide opportunity for college to participate in non-credit activities	Provide release time from activities Develop and provide special continuing education activities for college personnel
	Recognize and reward community service, continuing education and cultural activities of college personnel	Congratulatory letters from appropriate deans and college officials will be sent to persons who perform community service.
	Articles in The Correspondent will highlight community service activities	Supervisors will report activities of persons in their departments to The Correspondent each month.
	Articles in area newspapers will highlight activities of PHCC personnel	Office of Institutional Advancement will actively seek publicity concerning PHCC.
	Encourage participation in the Speaker's Bureau	Provide release time for personnel to speak to civic and cultural groups
D. Initiate activities which provide cultural enrichment	Provide facilities coordination and for cultural activities such as plays, speakers, forums, exhibits, and concerts	Cooperate with area cultural groups to provide cultural activities Establish a cultural affairs liaison to work with area cultural groups to initiate and organize activities
	Downlink cultural programs from satellite which are of interest to area cultural groups	Make videotapes available to groups of individuals who are interested in them
E. Evaluate continuing education programs in order to make the most efficient and effective use of resources	Examine continuing education course offerings for overlap with other divisions and eliminate needless repetitiveness	Coordinate credit and non-credit courses relating to academic areas with division chairs Coordinate the expansion of off-campus offerings, both credit and non-credit
	All continuing education courses will be evaluated yearly to determine their effectiveness and seek methods for improving them.	Evaluation surveys will be distributed to every continuing education class on the last day of class each session.
	Formally coordinate Extended Learning Services credit courses with other divisions so that credit obtained may be applied to existing certificate and degree programs when applicable	System of formal documentation will be established to approve Extended Learning Services courses to be approved for credit

GOAL 5: Provide programs to serve persons desiring specific courses and workshops in occupational skills, personal development and cultural enrichment.

EVALUATION	PROJECTED DATE	PERSON OR GROUP ACCOUNTABLE	NEEDED RESOURCES
At least 50% of college personnel will participate in non-credit activities at some time during the academic year.	June, 1988	Dean of Academic and Student Development	
10% of college personnel will receive letters	June, 1990		
Increased number of items concerning faculty will appear in The Correspondent.	January, 1988	Deans, Division Heads, and Supervisors	
Increased number of articles will appear in area newspapers	January, 1988	Office of Institutional Advancement	
Number of Speaker's Bureau participants will increase by 5% each year.		Office of Institutional Advancement	
			Cultural Affairs Liaison
System for downlinking and checking out tapes will be developed and publicized to interested groups	June, 1990	Extended Learning and LRC Directors	Royalties and licensing fees if required.
	June, 1989	Dean of Academic and Student Development with assistance from Division Chairs of Extended Learning, O/T, and Arts and Science	
Survey results will be distributed to college personnel and other interested parties	December, 1990	Coordinator of Institutional Research, Planning and Evaluation	
Documentation will be submitted to appropriate Division Chair for approval	September, 1988	Dean of Academic and Student Development	

GOAL 6: Provide a program of services, including counseling, student activities, student government, financial aid and placement.

OBJECTIVES	STRATEGY	OUTCOME
A. Increase student and public awareness of financial aid opportunities	Review and revise Financial Aid Handbook	Financial Aid Handbook will be distributed to students and other interested parties
	Inform students and public about changes in financial aid policies or procedures	Publish a financial aid newsletter quarterly
	Inform prospective students about financial aid opportunities	Develop financial aid brochure to be available when admissions packages are distributed
		Contact prospective students by phone or mail to inform them of financial aid opportunities
	Increase amount of time that financial aid personnel are available to assist students and public	Keep Financial Aid Office open until 6:30 at least one evening per week
		Keep Financial Aid Office open until 6:30 four evenings per week during early registration and registration
	Financial Aid opportunities	Videotape will be reviewed annually to emphasize new developments in financial aid
B. Provide students an opportunity for participation in a variety of cultural, physical, social, leadership, and cocurricular activities.	Initiate leadership training program for all clubs	Each fall and spring training program will devised for new and old leaders of student government
	Form a Student Activities Council made of Presidents of each organization on campus	Quarterly meetings for planning and training of club presidents will be conducted
	College-wide seminars on cultural activities will be conducted	Committee will be appointed to plan and organize series each year
C. Provide students with a full range of career counseling and career development activities.	Provide students with information and assistance which will help them locate jobs	Develop a placement manual including guidelines for job search, resume writing, interviewing, etc.

GOAL 6: Provide a program of services, including counseling, student activities, student government, financial aid and placement.

EVALUATION	PROJECTED DATE	PERSON OR GROUP ACCOUNTABLE	NEEDED RESOURCES
100% of financial aid applicants will receive revised handbook	June, 1987	Financial Aid Officer	
Newsletter will be sent to all people receiving financial aid and available to anyone else who is interested	May, 1988	Financial Aid Officer	
50% of students who request information will apply for financial aid.	July, 1987	Financial Aid Officer and Director of Student Development	
100% of students who request information will be contacted.	June, 1987	Financial Aid Officer	
50% of the evening students will visit Financial Aid Office during evening hours	September, 1987	Financial Aid Officer and Financial Aid Office Staff	
	January, 1987	Financial Aid Officer and AV Department	
Training schedule will be published for student and club sponsored review	September, 1987	Student Activities Director	
80% of campus clubs and organizations will be represented on the council	September, 1987	Student Activities Director	
Seminar schedule will be published and distributed to invite attendance by staff, faculty, students and the general public	January, 1988	Student Activities Director	
Publication of Placement Manual distributed to PHCC students, local employers, and local service agencies	Every 2 years beginning September, 1987	Coordinator of Career Development/Placement	Career Development Materials and Supplies

GOAL 6: Provide a program of services, including counseling, student activities, student government, financial aid and placement.

OBJECTIVES	STRATEGY	OUTCOME
D. Increase efforts toward recruitment and retention through a well-organized plan involving all college personnel.	Develop an institutional plan for dealing with the undergraduate retention rate	Student groups, i.e., whites, blacks, will be tracked by program session and status
	Provide retention information to faculty, students and staff	Research and publish college-wide retention newsletter
	Monitor students receiving financial aid and notify Counseling Office when students are placed on financial aid probation	Students with GPA's below requirements for Financial Aid will be counseled concerning methods for improving their grades
E. Increase enrollment of black students	Inform black students about programs available for them at PHCC	College representatives will meet with area groups and make visits to black organizations for programs
		Develop brochure dealing with black student life at PHCC
	Encourage black students who have dropped out to return to school to complete degree or certificate	Inactive files will be received quarterly by Admissions Counselor for the purpose of identifying students who should be contacted
F. Develop, manage, and publicize job services for students and graduates	Inform students about job openings, trends and issues in various occupational areas	Compile a listing of current job opportunities in the service area and distribute to students and interested citizens weekly Develop a newsletter detailing current career information
	Assist students in making job applications and conducting job searches	Develop credential file (transcripts, resumes, references for students who are looking for jobs or applying to secondary institutions)
	Invite prospective employers to the college to meet students and tell them about career opportunities	Set up Career Day for local employers - open to students, alumni and local citizens Organize On-Campus Recruiting days
	Assist in training faculty and staff concerning career information and job search tactics	Organize seminars and workshops dealing with Career Development topics

GOAL 6: Provide a program of services, including counseling, student activities, student government, financial aid and placement.

EVALUATION	PROJECTED DATE	PERSON OR GROUP ACCOUNTABLE	NEEDED RESOURCES
Annual reports concerning student retention will indicate that retention rate is staying the same or improving each year	June, 1988	Director of Student Development and Coordinator of Institutional Research, Planning and Evaluation	
Newsletter will be published and distributed 3-5 times per year	June, 1987	Director of Student Development	Costs associated with newsletter publication
80% of students who are in danger of losing Financial Aid because of low GPA's will be counseled	June, 1988	Director of Student Development and Financial Aid Officer	
Admissions Counselor will visit at least four different organizations each year	Summer, 1987	Admissions Counselor	Cost of publishing Black Student Life Brochure
100% of area black high school students will receive brochure	Spring, 1987	Admissions Counselor	Cost of developing and publishing brochure
Letters encouraging enrollment will be mailed to each student identified	June, 1987	Admissions Counselor	Data Processing and Data Entry Time, Postage, Follow-up Expenses
Number of job listings will increase by 10% per year for the next five years	June, 1987	Coordinator of Career Development/Placement	
Newsletter will be distributed to students monthly	June, 1987	Coordinator of Career Development/Placement	
Educational Placement File will be set up for alumni and current students	Fall, 1987	Coordinator of Career Development/Placement	
Maintain or increase the number of employer representatives who attend Career Day each year	October, 1986 May, 1987	Coordinator of Career Development/Placement Coordinator of Career Development/Placement	
Workshops and seminars will be held annually for college personnel	June, 1987	Coordinator of Career Development/Placement	Seminar and Workshop Expenses

GOAL 6: Provide a program of services, including counseling, student activities, student government, financial aid and placement.

OBJECTIVES	STRATEGY	OUTCOME
F. Develop, manage, and publicize job services for students and graduates (continued)	Develop a video production describing CDC services	Work with graphics consultants and college staff to be sure all pertinent topics are covered in the video
G. Develop and improve comprehensive advisement system	Train faculty and staff concerning advisement	Develop and implement staff development program to improve advisement skills
		Publish an advising manual to be used by faculty and staff
	Evaluate academic advising program	Committee consisting of faculty and staff members will evaluate academic advising program through the use of: 1) Faculty Surveys 2) Student Surveys 3) Review of current research 4) Observations of current systems
H. Monitor and evaluate effectiveness of student student development program	Each area of student development program will be evaluated annually	Evaluation, principally formative in nature, will be conducted to determine areas of strength or weakness and recommendations for improvement will be made
	Evaluate & revise career planning and placement activities	Paper/pencil evaluation of the following: a. Students' and graduates' perceptions of effectiveness of program b. Faculty and staff comments on extent to which services enhance academic success and placement c. Employers' comments as to extent to program activities meet employment needs
I. Expand Student Organizational involvement in the PHCC environment	Student Government and other organizations will be strengthened	Develop a Center for Community Service
	Plan and develop PHCC "Forum" series	Five Forums will be conducted each year including representation by the President, Deans and other members of the Administrative Staff
	PHCC Alma Mater will be written	Conduct a contest to write the Alma Mater, open to faculty, students and staff

GOAL 6: Provide a program of services, including counseling, student activities, student government, financial aid and placement.

EVALUATION	PROJECTED DATE	PERSON OR GROUP ACCOUNTABLE	NEEDED RESOURCES
Video will be shown to Orientation Classes and at Career Center functions	April, 1987	Coordinator of Career Development/Placement	
90% of all faculty advisors will attend advisement workshops	January, 1988	Dean of Academic and Student Development	
All faculty and staff members will receive copies of the advising manual	September, 1987	Director of Student Development	Publication Costs of Advising Manual
Results of evaluation will be distributed to deans, division heads and the President	June, 1987	Coordinator of Institutional Research, Planning and Evaluation, and Director of Student Development	Costs of printing and dissemination report
Results of evaluation will be reported to Dean of Academic and Student Development and President	June, 1987	Director of Student Development with advice and assistance from Institutional Research Coordinator	
Report of evaluation will be distributed to faculty, staff and students Attempts will be made to correct problem areas and to improve evaluation each year	June, 1987	Coordinator of Career Development/Placement	
Center for Community Service will be developed and functioning	June, 1988	Director of Student Activities	
Students will evaluate each Forum participant and recommend others	Fall, 1988	Director of Student Activities and Development	
Alma Mater will be approved as the official school song	Spring, 1989	Director of Student Development	

GOAL 6: Provide a program of services, including counseling, student activities, student government, financial aid and placement.

OBJECTIVES	STRATEGY	OUTCOME
J. Increase Student Assessment Services	Establish an assessment program to make available a full range of tests to students and area citizens, including:	
	a. Academic Placement	Comparative Guidance and Placement (CGP) -College-level examination program (CLEP) -and others
	b. Basic Literacy Testing	General Educational Performance Index (GEPI) General Educational Development (GED) and others
	c. Vocational Assessment	Discover Career Assessment Inventory (CAI) Strong Campbell Interest Inventory (SCII) VA View Career Search Self-Directed Search (SDS) and others
	d. Personality Assessment	Myers Briggs Type Indicator (MBTI) Tennessee Self Concept Self Description Inventory (SDI) and others
	e. Aptitude Assessment	word numbers and others
	Include assessment as a topic of study for staff development	Plan and conduct in-service training for faculty on the topic of assessment

GOAL 6: Provide a program of services, including counseling, student activities, student government, financial aid and placement.

EVALUATION	PROJECTED DATE	PERSON OR GROUP ACCOUNTABLE	NEEDED RESOURCES
All incoming students who take Math, English or enroll in a program will take the CGP Available to all people who are returning to school after a prolonged absence	September, 1988	Coordinator of Testing Services	Cost of Purchasing Appropriate Tests and having them Scored
Available to all people who want to take GED exam	September, 1987	Coordinator of Testing Services	Costs of Purchasing and Scoring Tests
	January, 1987	Coordinator of Career Development/Placement	Costs of purchasing and scoring tests
	January, 1987	Coordinator of Career Development/Placement	Costs of Purchasing and Scoring Tests
	August, 1987	Coordinator of Career Development/Placement	
At least one assessment workshop will be conducted	August, 1987	Coordinators of Testing Services and Career Development	Workshop Planning and Development Costs

GOAL 7: Design instructional and support services to meet the needs of a diverse student population.

OBJECTIVES	STRATEGY	OUTCOMS
A. The college will increase the availability and use of a well-planned collection of learning resource materials and equipment in support of the college's instructional activities.	A selection policy will be developed.	Selection policy will be publicized to students, faculty and the general public.
	Add shelving to house additional books on the first floor	As new books are acquired, shelving will be added to accomodate them
	Increase the number of items purchased each year by 5%	LRC materials budget
	Improve the appearance of the Learning Resource Center	Replace furniture in the LRC
	Carpet the LRC	
	Increase use of microcomputers	Microcomputers will be used by the circulation area
		Microcomputers will be used in cataloging books
		Microcomputers will be used to produce a periodicals list
	Provide a video production studio	
	Additional equipment to deliver instruction will be provided	Microfilm and microfiche readers, audio and video equipment and other equipment will be available for use in the LRC
	Provide a computer assisted instruction tutorial orientation to the LRC	Test version will be developed, tested and refined and made available for student, faculty, and staff use.

GOAL 7: Design instructional and support services to meet the needs of a diverse student population.

EVALUATION	PROJECTED DATE	PERSON OR GROUP ACCOUNTABLE	NEEDED RESOURCES
Policy will be approved by the college President	January 1, 1988	Learning Resource Center Director & Curriculum and Instructional Services Advisory Committee	
Shelving for 2500 additional books will be in place	August, 1988	LRC Director	Shelving
	1988-89 Budget	LRC Director	Assuming the costs due to inflation increase 10% per year, this means at least a 15% per year increase in the LRC materials budget
	August, 1988	LRC Director	Furniture
	August, 1988	LRC Director	Carpet
	December, 1988	LRC Director	Software, supplies
	December, 1987	LRC Director	Software, Data-Base
Computer-generated periodicals list will be updated routinely	August, 1987	LRC Director	Software, Data-Base
More and better videos will be produced locally		LRC Director and Dean of Academic and Student Development	$100,000 in 1987-88 $10,000 per year thereafter
Increased student use of equipment and fewer cases of equipment being unavailable when needed		LRC Director and Dean of Academic and Student Development	Modest increase in budget each year
Student and staff opinion survey will indicate favorable response to computer assisted instruction program	August, 1988	Dean of Academic and Student Development	Computers

GOAL 7: Design instructional and support services to meet the needs of a diverse student population.

OBJECTIVES	STRATEGY	OUTCOME
B. Provide a Computer Literacy Center	House the Computer Literacy Center in an area which will reduce its impact on other LRC activities	LRC staff will determine the best location for the Computer Literacy Center
	Computer Literacy Center will be staffed by permanent classified employees and students	Competent staff people will be recruited and selected
C. Expand a college tutorial center that employs both peer tutors and volunteer faculty.	Provide tutorial assistance for appropriate students in all courses	Volunteer tutors will be recruited and trained to work with students
	Seek outside grant funds	Identify and apply for appropriate grants
	Obtain computer assisted instructional packets and audiovisual tutorials	Materials for tutoring students will be available
D. Periodically evaluate instructional support services to improve and update delivery of services and materials	Survey of students, faculty, and staff will be conducted annually	Each LRC staff person will be informed of survey results and efforts will be made to improve areas of weaknesses
	PHCC's LRC will be compared to other community college Learning Resource Centers in terms of materials available and services provided	Statistical tests will be performed to determine the level of comparison
E. Cooperate with other libraries, Learning Resource Centers and educational agencies educational agencies	Share costs of telecourses	System of cost, equipment and personnel sharing will be developed
	Share cataloging with Blue Ridge Regional Library	Evaluate and pilot-test alternative methods of cataloging
	Cooperative acquisitions with Blue Ridge Regional Library	Plan for cooperatively acquiring materials will be developed

GOAL 7: Design instructional and support services to meet the needs of a diverse student population.

EVALUATION	PROJECTED DATE	PERSON OR GROUP ACCOUNTABLE	NEEDED RESOURCES
The facility will be strategically placed to maximize use and minimize disruption	August, 1987	LRC Director	Undetermined
	August, 1987	Dean of Academic and Student Development and LRC Director	Full-time instructional assistant and 1,000 hours of student help per year
Tutors and materials will be available at the tutoring center for appropriate students.	September, 1988	Dean of Academic and Student Development with assistance from Division Chairpersons	
Application and award of grants		Director of Institutional Advancement	Full-time tutor and many part-time tutors
Increased use of tutors and tutoring center each year as materials are purchased		LRC Director	Software and hardware for computer assisted instruction
Improved satisfaction with LRC services each year as indicated on the survey	June, 1987	LRC Director and Coordinator of Institutional Research, Planning and Evaluation	Postage, printing and costs associated with data collection and dissemination
Learning Resource Center will be above 50th percentile		LRC Director and Coordinator of Institutional Research, Planning and Evaluation	Costs associated with data collection and analysis
At least one course will be produced each year	June, 1988	Director of Institutional Advancement and LRC Director	Direct state grants toward funding activity
Joint cataloging system will be operational	June, 1990	LRC Director	
Acquisition sharing will be operational	August, 1988	LRC Director	

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GOAL 7: Design instructional and support services to meet the needs of a diverse student population.

OBJECTIVES	STRATEGY	OUTCOME
F. Monitor and evaluate all LRC programs and activities	Evaluate materials and equipment to determine areas needing updating	Perform an inventory of all materials and equipment in LRC
		Compare items on inventory to projected needs to determine where changes need to be made
	Evaluate LRC programs and activities	Perform a comprehensive evaluation to determine degree of satisfaction with present programs and suggestions for improvement from students, staff, faculty, local business and industry, the general public

GOAL 7: Design instructional and support services to meet the needs of a diverse student population.

EVALUATION	PROJECTED DATE	PERSON OR GROUP ACCOUNTABLE	NEEDED RESOURCES
Obsolete materials will be discarded and new materials ordered	Yearly in June	LRC Director	
		LRC Director	
Report of evaluation will be distributed to Dean of Academic and Student Development and President		Director of Learning Resource Center and Coordinator of Institutional Research, Planning and Evaluation	

GOAL 8: Work closely with area businesses, industries, and service agencies to provide educational programs to meet the needs of employees.

OBJECTIVES	STRATEGY	OUTCOME
A. Encourage the use of college facilities and services by area businesses, industries, and service agencies	Develop a partnership between the college and industries in the use of industrial facilities. Where appropriate utilize lay advisory committee members on special partnership committees	Organize committees in specific training areas to develop agreements
	Make businesses, industries and other agencies aware of the educational center for business and industry	Develop information system to inform business, industry, and other agencies about the center and services
B. Assist the community by coordinating with local agencies to provide leadership and resources for local industries	Initiate specialized training programs for local industries	Survey local industries to determine their specific instructional and training needs Develop on-campus and in-house programs to meet identified needs
	Utilize cooperative eduation as a linkage between the college and the community	Develop a co-op lay advisory committee which will meet quarterly
C. Include local citizens in planning college programs that will affect the service region	Establish and conduct lay advisory committees in all divisions	Division chairpersons will coordinate selection of lay advisory committee members
	Utilize the College Board in planning and implementing college programs.	College Board input and approval concerning programs offered will be solicited
	Maintain close communication with local agencies, businesses, industries, and other educational institutions in planning and developing college programs	Structured formal meetings will be conducted with these groups three times each year
D. Evaluate community services programs	Community service programs will be evaluated to determine relevancy and effectiveness of content and delivery system	Each course and community service program will be evaluated by students at the conclusion of the course
	Evaluate Extended Learning Services' program to determine overall effectiveness	Administrative review will be conducted General program evaluation will be conducted

GOAL 8: Work closely with area businesses, industries, and service agencies to provide educational programs to meet the needs of employees.

EVALUATION	PROJECTED DATE	PERSON OR GROUP ACCOUNTABLE	NEEDED RESOURCES
Partnership agreements will be established	June, 1990	Extended Learning Services	Liaison to work with businesses, industries, and civic groups
More businesses and industries will utilize services	June, 1988	Extended Learning Services	
Programs designed to meet needs of new and expanding industries will be offered as they are requested	October, 1987	Extended Learning Services	Liaison to work with PHCC and local businesses, industries, and civic groups
Committee meeting minutes will be filed in Co-op Office	October, 1987	Extended Learning Services	
Recommendations will be approved by the President and College Board	October, 1987	Dean of Academic and Student Development	
Board meeting minutes will indicate that all new programs have been approved before being offered.	October, 1987	Dean of Academic and Student Development	
Minutes of meetings will be on file in the office of appropriate division	October, 1987	Division Chairpersons and Director of Extended Learning Services	
Course evaluations will be distributed to instructional staff, with copies filed in Extended Learning Services Office	October, 1987	Director of Extended Learning Services	
Recommendations and new objectives will be agreed upon by Director of Extended Learning and Dean of Academic and Student Development and forwarded to the President	June of each year	Dean of Academic & Student Development	
Evaluation report will be distributed to President, Dean of Academic & Student Development, and Director of Extended Learning Services	Every five years	Coordinator of Institutional Research, Planning, & Evaluation	

GOAL 9: Review regularly programs and community needs to ensure that new and continuing programs are consistent with identified needs.

Evaluations of all college programs and personnel will be designed to meet SACS Criteria, SCHEV Guidelines and VCCS Requirements for Outcomes Assessment. Every program will be evaluated at least every five years on a rotating schedule. Occupational and Technical programs will be evaluated every four years in accordance with state guidelines. All program evaluation materials will be developed or revised for each program during the year in which the program is being evaluated.

Component	Indicators	Schedule	Person Accountable	Integration
PERSONNEL Administration Faculty Classified Staff	Reports from: Supervisors Peers Persons working for person being evaluated. Students	Yearly - at time of contract renewal	Immediate supervisor of person being evaluated.	Reports will be sent to person being evaluated. Follow-up conferences will be held within two weeks of evaluation, during which a plan for improving weak areas will be agreed upon by evaluator and person being evaluated.
Students	Academic performance Class Participation	Quarterly - at end of each course.	Faculty member teaching the class	Grade reports will be sent to students.
ACADEMIC PROGRAMS Occupational/Tech. Industrial Tech. Health Tech. Business Tech. Transfer Prog. Science Liberal Arts General Studies Education Business Developmental Studies	FOR ALL PROGRAMS: Entrance Requirements Exit Requirements Licensure Exams Student Opinion Surveys Alumni Surveys Input from Lay Advisory Comm. Standardized Tests Input from Standing Committees Course Objectives Employer Surveys General Ed./Special course balance SACS Requirements SCHEV Requirements VCCS Requirements	All academic program will be evaluated every 4 years on a rotating schedule beginning in the following years: 1988-89 1987-88 1990-91 1989-90 1989-90 1989-90 1989-90 1989-90 1987-88	Coordinator of Institutional Research, Planning and Evaluation with assistance from Dean of Academic and Student Development and Division Chairpersons	Reports of all program evaluations will be disseminated to faculty and staff members involved in the program being evaluated, administrators involved in the program, college president, college board, and if required to VCCS and SCHEV. All such evaluations will focus on program improvement for purpose of improving student learning.
SUPPORT SERVICES Academic Advising Student Development Extended Learning Learning Resources Financial & Administrative Service	Annual Reports Student Opinion Surv. Alumni Surveys Input from Lay Advisory Committee	Every five years beginning: 1986-87 1987-88 1988-89 1989-90 1990-91	Coordinator of Institutional Research, Planning and Evaluation and administrator directly responsible for each program.	Specific suggestions for improving quality of services will be made. Reports submitted to all college administrators.

GOAL 9: Review regularly programs and community needs to ensure that new and continuing programs are consistent with identified needs.

Component	Indicators	Schedule	Person Accountable	Integration
INSTITUTIONAL EFFECTIVENESS: Institutional Advancement	College Foundation Board	Every 5 years beginning in 1987-88	President, with assistance from Coordinator or Institutional Research, Planning and Evaluation	
Institutional Research	Annual Report Reports produced during year. Faculty Evaluations	Every Year after Annual Report is Published	Director of Institutional Advancement	
Institutional Master Plan	Input from all college personnel and especiall Master Plan Update Committee Members	Yearly after all annual reports have been published.	Coordinator of Institutional Research, Planning and Evaluation	
Grants and Special Programs	Grant or Program Objectives Timetables or Milestone Approved by Awarding Agency Other Indicators as required by grants programs	As Needed	Consultants hired by grants program director with assistance as needed from Coordinator of Institutional Research, Planning and Evaluation	Reports will become a part of overall evaluation program required by grants programs, as well as becoming a part of evaluation academic programs or support services.
Comprehensive Community Needs Assessment	Information from every part of Service Area to determine strengths and weaknesses and needed changes in programs.	1987-88 and then every 10 years beginning in 1995-96	Coordinator of Institutional Research, Planning and Evaluation with assistance from consultant hired for this purpose.	Results will be an integral part of information used for planning for the next ten years.
Alumni Surveys	Survey developed by Institutional Research Office and sent by Data Processing Department	Every five years: one-fifth of the alumni surveyed each year. Pilot test of data base in 1987. Surveys administered beginning in 1988	Coordinator of Institutional Research, Planning and Evaluation with assistance from Data Processing and Institutional Advancement Offices	Alumni Association will be established. Results of survey will be sent to division chairpersons for use evaluating programs.
Graduating Student Survey	Survey developed by Institutional Research Office and administered through Registrar's Office.	Every year when graduates apply for graduation	Survey developed by Coordinator of Institutional Research, Planning and Evaluation and administered by Registrar's Office	Specific information will be sent to Division Chairpersons and other administrators.
Staff Perception Surveys identify problems needing to be addressed. Results will be basis of Administrator's meeting in August.)	Survey Developed by Institutional Research Office. Input from all college employees.	Every year during winter quarter.	Coordinator of Institutional Research, Planning and Evaluation	

GOAL 9: Review regularly programs and community needs to ensure that new and continuing programs are consistent with identified needs.

Component	Indicators	Schedule	Person Accountable	Integration
All Degrees - for balanced curriculum: both specialized and general education requirements.	SACS, SCHEV and VCCS Requirements.	Every 5 years, beginning in 1986-87, all degrees will be evaluated. New degrees will be evaluated before implementation	Division Chairpersons	All degree program requirements will be adjusted to include a balance of general and specialized requirements.
Evaluation Program	Results of other evaluations and SACS Criteria, SCHEV guidelines, VCCS Requirement for Assessing Outcomes, Faculty Surveys	Every five years beginning in 1992-93	Coordinator of Institutional Research. Planning and Evaluation with assistance from Dean of Academic and Student Development.	Results will be reflected in evaluation plan and Outcomes Assessment Plan.
College Procedures: Standing Committees (Assignment to them and their outcomes.) Budgeting Purchasing	Requirements outlined in Faculty Handbook Administrative Procedure Manual	Every five years beginning in 1990-91	College President, Coordinator of Institutional Research, Planning and Evaluation, Standing Committees and Dean of Financial and Admin. Services	Changes in procedures will be reflected in Policies and Procedures Manuals and in Faculty and Staff Handbooks.

EVALUATION AND SURVEY SCHEDULE TO THE YEAR 2000

ACADEMIC YEAR	COMPONENT TO BE EVALUATED
As Needed	Grants and Special Programs
Every Year at time of contract renewal	Personnel: Administrators Classified Staff Faculty
Yearly	Academic Advising Alumni (on a rotating schedule) Graduating Students (survey) Institutional Master Plan (routine update) Institutional Research, Planning and Evaluation
1987-88	Community Needs Assessment Developmental Studies Health Technologies Institutional Advancement Student Development
1988-89	Extended Learning Services Industrial Technologies
1989-90	Learning Resource Center Transfer Programs: Business Education General Studies Liberal Arts Science
1990-91	Business Technologies College Procedures: Standing Committees Budgeting Purchasing Financial and Administrative Services
1991-92	Academic Advising Degree Programs (for balance between general education and specialized course requirements) Developmental Studies Health Technologies
1992-93	Evaluation Program Industrial Technologies Institutional Advancement Student Development
1993-94	Extended Learning Services Transfer Program
1994-95	Business Technologies Learning Resource Center
1995-96	College Procedures Community Needs Assessment Developmental Studies Financial and Administrative Services Health Technologies

ACADEMIC YEAR	COMPONENT TO BE EVALUATED
1996-97	Academic Advising Degree Programs (for balance between general education and specialized course requirements) Industrial Technologies
1997-98	Evaluation Program Institutional Advancement Student Development Transfer Program
1998-99	Business Technologies Extended Learning Services
1999-2000	Developmental Studies Health Technologies Learning Resource Center

PROCEDURE FOR IMPLEMENTING AND REVISING THE INSTITUTIONAL MASTER PLAN

The Institutional Master Plan shall be implemented during the 1987-88 academic year, with individuals responsible for implementation listed in the Goals and Objectives section of the plan. The Coordinator of Institutional Research, Planning and Evaluation will forward to each person accountable for completion of specific tasks as list of those tasks at the beginning of each academic year.

The Planning and Evaluation Advisory Committee will be charged with the responsibility for updating the Institutional Master Plan every year during the spring quarter (or semester after 1988). Included in the update committee will also be deans, division chairpersons, Coordinator of Institutional Research, Planning and Evaluation, and any other college personnel which the committee chairperson deems appropriate.

In addition to the yearly update, a comprehensive update will be conducted every five years beginning with the 1991-92 academic year. Comprehensive updates will be coordinated by the chairperson of the Planning and Evaluation Standing Committee, who will request assistance from other college as needed.

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